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Evaluation reports of the activities in special education and supportive services funded under Title I of the Elementary and Secondary Education Act are contained in this volume. Components in special education were designed to meet the needs of handicapped disadvantaged pupils in both public and nonpublic schools. Title I experiences in special education culminated in an Educational Assessment Service Center with a nongraded organizational structure. Services for school-age, pregnant girls and detention camp returnees in addition to thrusts in improving home-school communication and human relations training for staff are among the other activities reported. Appended for convenient reference are evaluation forms and instruments used for data collection. (Author)

EVALUATION REPORTS
SPECIAL EDUCATION AND SUPPORTIVE SERVICES
ESEA
TITLE I

September 1967
through
August 1968

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LOS ANGELES CITY SCHOOLS

CG 003 455

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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LOS ANGELES UNIFIED SCHOOL DISTRICT

ESEA TITLE I COMPONENTS - EVALUATION REPORTS

SPECIAL EDUCATION AND SUPPORTIVE SERVICES

ED024986

Office of Research and Development

September 30, 1968

CG 003 455

FOREWORD

Evaluation reports of the activities in special education and supportive services funded under Title I of the Elementary and Secondary Education Act are contained in this volume. Included are all components conducted throughout the school year and those extending into the 1968 summer session. Appended for convenient reference are evaluation forms and instruments used for data collection.

Components in special education were designed to meet the needs of handicapped disadvantaged pupils in both public and nonpublic schools. Title I experiences in special education culminated in an Educational Assessment-Service Center with a nongraded organizational structure. The program, based on in-depth individual assessment, will be fully implemented in 1968-69.

Supportive services components in Health Services, Child Welfare and Attendance, and those conducted by the Office of Urban Affairs complemented District efforts under Title I. Services for school-age pregnant girls and detention camp returnees in addition to thrusts in improving home-school communication and human relations training for staff are among the variety of supportive activities.

Each component report has a similar format; and each component has a code designator assigned. The code designator may be found in the Table of Contents and it relates the component to instruments used in the evaluation.

The component report format is outlined below:

- 1.00 Description
- 2.00 Objectives
- 3.00 Implementation
  - 3.10 Duration of Component and Number of Schools
  - 3.20 Pupils
  - 3.30 Nonpublic School Pupils
  - 3.40 Activities
    - 3.41 Staff Activities
    - 3.42 Pupil Activities
  - 3.50 Specialized Materials, Supplies, and Equipment
  - 3.60 Personnel and Logistical Problems
- 4.00 Evaluation
  - 4.10 Design
  - 4.20 Attainment of Objectives
    - 4.21 First Objective
    - 4.22 Second Objective
    - 4.23 Third Objective
  - 4.30 Outcomes
- 5.00 Conclusions
- 6.00 Recommendations.

Under section 3.00 Implementation, any subsection not a part of the report is omitted, but the numbering sequence is retained. Under section 4.20, data relating to each objective are summarized and analyzed. The cycle is repeated to evaluate each design objective.

The evaluation design for each component report will be found in Addendum A. State guidelines and instructions for completing the annual evaluation report prescribe the phrasing and designation of objectives for each component. Number and grade level of pupil participants, number of adults involved, and component cost may be found in Addendum B. Supplemental data are included in Addendum C.

Elementary Education, Secondary Education, and Summer Components are reported in three separate volumes for the 1967-68 school year.

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HEALTH SERVICES BRANCH

HEALTH SERVICES TEAM

Auxiliary Services Division

1.00 DESCRIPTION

This component increased the present health services program by providing additional nurse and physician time within the same schools to which the doctors and nurses were already assigned. (During the 1966-67 school year, augmented assignments for physicians and nurses were in different schools.) Physicians, assisted by nurses, examined pupils to discover physical defects. They initiated procedures for correction and engaged in detailed follow-up with both pupils and parents. Other activities included conferring with pupils, parents, and school staff, making referrals, and encouraging constructive health practices.

Eighteen elementary schools with a broad range of ESEA programs and five secondary schools with more limited ESEA support were selected for the evaluation. Increased time for school nurses, equivalent to 38 full-time positions, was made available. This allowed each of the 23 nurses to work at her school every day. The remainder of the time was divided among 132 elementary and secondary schools. Physicians visited schools one day or more each week. In addition to nurses and physicians, the Health Services Team consisted of the equivalent of the following full-time positions: one dentist, two audiometrists and one x-ray technician. Other medical specialists were available as needed. A supervising physician and a supervising nurse helped the assistant medical director (a physician) coordinate the component.

2.00 OBJECTIVES

-To improve the physical health of the children

-To improve the nutritional health of the children

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was conducted from September 11, 1967 through June 14, 1968 in 128 elementary, 28 secondary and 6 nonpublic schools. A summer extension of this component was held from July 8 to August 30, 1968.

3.20 Pupils

Health services were provided for 41,688 pupils. Tuberculin tests were administered to 20,421 pupils in 25 elementary schools, and chest x-rays were taken of 2871 pupils in these same schools. Individual health evaluations of pupils were made according to the following priorities:

-assignment to reading or other special projects
-new enrollment in the school system

- referral by the principal or faculty because of learning and/or health problems
- referral by parents because of suspected or known health problems
- known uncorrected health deficiencies
- previous health evaluation

Pupils excluded from school for remedial medical problems were provided professional follow-up services during the summer.

3.30 Nonpublic School Pupils

Health services made available to nonpublic high schools, upon request, included individual health evaluations of approximately 30 pupils with learning and/or behavior problems, parent conferences on the health problems of these same pupils, and vision screening of approximately 30 pupils who were referred by the counselors. Six nonpublic high schools requested health evaluations. One of the schools requested audio-visual materials on health.

3.40 Activities

3.41 Staff Activities

Activities included health education and health counseling with pupils, parents, and school staff; 12 meetings of from 5 to 36 members of the local school staffs to provide knowledge that would facilitate the understanding of pupil health in relation to behavior, activity, and educational planning; and assistance to school staffs to help them maintain a safe and healthful school environment.

3.42 Pupil Activities

Pupils participated in dental and general health education programs, health examination for evaluation purposes, and follow-up of medical referrals.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: tabulations of the identification, follow-up, and correction of physical defects; tally of physician and nurse activities involving the physical and nutritional health of pupils; tabulations of dental examinations, tuberculosis tests, and hearing tests; and component personnel and administrator ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

- Form 230A, and 230B Nurse's and Physician's Reactions

- Form 230C, Administrator's Reaction Form

- Form 230E, Pupil Information Form

-Form 33.182, School Nurse's Health Services Report

-Form 33.6, Physician's Report (of health services rendered)

-Form 230F, Audiometrist's Monthly Report

-Form 33.653, Report of Dental Health Examinations and Dental Health Talks

-Form 230G, Mantoux Testing Program (for T.B.)

4.20 Attainment of Objectives

4.21 Objective: To improve the physical health of the children.

A follow-up study was made of 320 pupils with health defects discovered during the 1966 spring semester. The study was designed to find out whether there were positive changes in the pupils' school marks, citizenship marks, and attendance records after remediation activities had begun. Table A reveals that 145 pupils remained in the sample and were divided into four sub-groups. Sixty-one percent of the pupils remaining in the sample had defects corrected.

TABLE A

DISPOSITION OF PUPILS IN HEALTH SAMPLE

GROUPS	N
Health defects identified only	3
Correction of defects initiated only	12
Correction of defects continuing	42
Health defects corrected	88
TOTAL	145

Table A is based on Form 230E.

Table B shows the means derived from report card data for pupils in the health services sample. Observations of the data reveal no trends over the five semester period in subject grade-point average or citizenship grade-point average. Fluctuations occurred in the means for both absences and tardies. Groups identified as having correction of defects continuing and health defects corrected tended toward fewer absences in the later semesters.

TABLE B

COMPARISON OF MEANS FROM REPORT CARD DATA FOR PUPILS IN HEALTH SERVICES SAMPLE

GROUP	N	SEMESTERS				
		SPRING 1966	FALL 1966	SPRING 1967	FALL 1967	SPRING 1968
Correction of defects initiated only	12					
Subject marks		1.9	1.9	1.9	1.9	1.9
Citizenship marks		2.0	1.7	1.9	2.2	2.1
Absences		7.0	7.2	7.0	5.6	7.3
Tardies		2.3	1.4	9.3	1.0	1.3
Correction of defects continuing	42					
Subject marks		2.2	2.2	2.2	2.2	2.3
Citizenship marks		2.3	2.3	2.3	2.3	2.6
Absences		9.9	7.0	7.7	6.2	6.0
Tardies		1.6	1.2	2.8	2.8	2.5
Health defects corrected	88					
Subject marks		2.1	2.2	2.1	2.2	2.2
Citizenship marks		2.4	2.2	2.4	2.5	2.5
Absences		8.4	6.7	6.1	6.4	6.7
Tardies		1.8	1.7	2.5	1.4	1.8

Table B is based on Form 230E.

Table C shows that remediation activities by school physicians increased 27 percent from spring 1965 through spring 1968. Remediation activities by school nurses decreased two percent. Total conferences relative to the health and welfare of pupils increased 214 percent for doctors and 15 percent for nurses.

TABLE C

TOTALS OF REMEDIATION ACTIVITIES BY PHYSICIAN AND NURSE

ACTIVITY	SEMESTERS			
	Spring 1965	Spring 1966	Spring 1967	Spring 1968
Physician				
1. Conferences relative to the health and welfare of pupils:				
Faculty	172	202	293	596
Parent	283	380	448	815
Other	90	150	135	300
2. Home Notices	2369	2085	2619	4024
3. Routine Examinations	7910	7485	6761	7885
*4. Special Referrals	1292	1273	1227	1711
Total	12,116	11,575	11,483	15,331
Nurse				
1. Conferences relative to the health and welfare of pupils:				
Pupil	19,579	12,097	32,463	19,405
Parent	7,050	9,525	11,749	11,235
School Personnel	8,971	8,292	15,004	10,140
2. Home Visits	1,493	1,290	1,872	1,327
3. Immunizations	5,663	2,586	6,000	8,873
*4. Referrals	16,884	14,434	17,070	9,639
5. Vision Screened	13,156	10,789	11,089	10,988
Total	72,796	59,013	95,247	71,607

Table C is based on Forms 33.6 and 33.182. N = 23 schools

*Referrals were made to health and welfare specialists and facilities within the schools and in the community.

Table D reveals a 20 percent increase in defective conditions found by school physicians between the spring 1965 (pre-ESEA), and spring 1968 semesters. Baseline data (for which no comparative data are available) from the physicians' reports identified 6862 pupils with defects.

Comparison of data from the school nurses' reports for the 1967 and 1968 spring semesters, shows an 18 percent decrease in the number of pupils followed up, and a 32 percent decrease in the number of pupils with defects corrected.

TABLE D

TOTALS OF RESULTS OF REMEDIATION ACTIVITIES

ITEM	SEMESTERS Spring 1965	Spring 1966	Spring 1967	Spring 1968
Defective conditions found (Physician)	8,006	8,292	7,115	9,580
Number of pupils with defects reported (Physician)	-	-	-	6,862
Number of pupils with defects followed up (Nurse)	-	-	7,712	6,348
Number of pupils with defects corrected (Nurse)	-	-	2,807	1,918

Table D is based on Forms 33.6 and 33.182. N = 23 schools

In open-end responses to the nurses' questionnaire, (Table G, Addendum C) "Follow-up of pupils with defects" was listed by school nurses as their most important activity. These nurses reported, however that holding conferences, administering first aid, and readmitting and excluding pupils required a greater portion of daily time than did follow-up of pupils with defects. (Table H, Addendum C)

School physicians ranked examination of pupils as both their most important and most time-consuming activity (Table H).

The physician, the dentist and the audiometrist for the 23 sample schools provided reports on the identification of pupils with tuberculosis, dental decay, and hearing loss. Table E reveals that during the 1967-68 school year, 720 pupils were positive reactors to tuberculin tests and 6282 pupils had dental decay. New cases with hearing loss totaled 585.

TABLE E

TABULATIONS FROM REPORTS OF DENTAL EXAMINATIONS, HEARING AND MANTOUX TESTS

CATEGORIES	School Year 1967-68
Dentist	
Pupils examined	10,885
Pupils with decay	6,282
Pupils needing urgent attention	2,153
Audiometrist	
Total hearing tests given	13,715
New cases, never previously tested, with hearing loss	585
Referred to Otologist	492
Mantoux Testing Program (for T.B.)	
Total Tuberculin Tests	20,421
Positive Reactors to Tuberculin Tests	720 (3.5%)
Total X-Ray Tests	2,871

Table E is based on Forms 230F, 230G, and 33.653. N = 23 schools

The summer extension of the Health Services Team component was devoted to professional follow-up services for 253 pupils excluded from school for remedial medical problems during the 1967-68 school year. These services were provided by four school nurses and four assistant supervisors of child welfare and attendance. Each school nurse worked with an assistant supervisor as a team. Follow-up was to enable the pupils to receive attention to their problems and to help them remain in school during 1968-69.

The follow-up teams, during the eight week period, made 387 home visits, held 189 pupil conferences and 662 parent conferences. They contacted referral agencies 919 times.

Ninety-eight of the 253 excluded pupils (39 percent) had follow-up care initiated by their parents, and 64 (25 percent) received recommendations to alleviate their problems. The remainder had no follow-up by parents (74), were in institutions or camps (9), were overage and not returning to school (6), or could not be located (2).

4.22 Objective: To improve the nutritional health of the children.

Baseline data to be used for comparison in subsequent years appear in Table F. Nutritional health services by school physicians were extended to 2951 pupils, parents, and school personnel; and by school nurses to 6241. Physicians held 2430 conferences about nutrition of pupils and nurses held 4942.

TABLE F

TOTALS OF SERVICES BY PHYSICIANS AND NURSES CONCERNED WITH IMPROVING THE NUTRITIONAL HEALTH OF PUPILS

ACTIVITY		SEMESTERS Fall 1967	Spring 1968
Physician			
Conferences concerning nutrition with:			
Pupils		1,113	963
Parents		155	84
Teachers and/or Staff		55	60
Referrals Concerning Nutrition		290	225
Nutritional Health Activities (Films, Lectures, Meetings with Health Club, other)		6	0
	TOTAL	1,619	1,332
Nurse			
Conferences concerning nutrition with:			
Pupils		1,007	1,601
Parents		500	759
Teachers and/or Staff		535	540
Referrals Concerning Nutrition		479	653
Nutritional Health Activities (Films, Lectures, Meetings with Health Club, other)		49	118
	TOTAL	2,570	3,671

Table F is based on Form 33.182. N = 23 schools

School physicians reported the identification of 374 obese pupils and 320 malnourished pupils during the 1967-68 school year.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Ratings of the component by school nurses, school physicians, and administrators can be found in Tables G through I of Addendum C. Nurses and physicians ranked their five most important activities during the school day. Ratings indicated that these activities (Table D) and the added physician and nursing time helped "A Great Deal" in fulfilling the health needs of the pupils. Fulfilling the nutritional health needs of pupils was given median scores of 2.9 and 2.4 by physicians and nurses respectively, (based on a 1-4 scale: Table I). Administrators responded that the nurse and physician team was of "Great" value in meeting the physical and nutritional health needs of pupils (Table J). Administrators indicated that many positive responses were received from faculty and parents of pupils concerning school health services.

In the questionnaire eliciting open-end responses, nurses cited as a strength of the program the scheduling of a physician one day each week allowing continuity of the health services to pupils. Scheduling of health services brought more rapid attention to pupils with health problems. Nurses and physicians indicated that better rapport had developed among the Health Services Team, school staff, pupils, and parents in helping to correct pupil health defects.

Physicians and nurses cited as weaknesses the high transiency of pupils in some schools and the slow transfer of their records, which tended to limit the effectiveness of the Health Services Team. In addition, some administrators said that schools with large enrollments needed more nurse and physician time to serve pupils more effectively. Some nurses indicated that the Health Services Team needed better coordination of services and communication in some schools.

Also noted by some nurses was inadequate time for follow-up of pupils with defects and for conferences with parents of these pupils, and not enough preparation time for health education activities. Some school physicians experienced difficulty in convincing pupils and their parents to attend to the correction of pupil health defects.

Nurses and administrators recommended more clerical assistance for the nurse to allow better use of her time. Among the singular recommendations by school physicians were the following: assistance to communicate in Spanish with pupils and parents; Child Welfare and Attendance assistance to follow up pupils with defects; and an extra school nurse to handle regular duties while the regular school nurse assists the physician.

The following responses from the eight members of the professional follow-up teams during the summer were categorized into strengths, problems encountered, and recommendations:

CATEGORY	FREQUENCY
Strengths:	
-Rapport was developed among excluded pupils, their parents, and school personnel because of the concern displayed by the follow-up teams toward the pupils.	5
-Team approach effectively handled home contacts and promoted the professional growth of the nurse and assistant supervisor.	5
-Follow-up of pupils through home contacts determined whether or not excluded pupils received medical care. If not, referrals were made.	4
Problems encountered:	
-Lack of communication between school and parents of excluded pupils regarding need for prompt action •provisions for medical care •seriousness of reasons for exclusion •school services available to excluded pupils	5
-Inability of parents to follow-through with the recommendations made by the health services team	3
-Limited referral resources for medical care of pupils	3
-Unavailability of pupil records to provide information of services previously rendered to pupils	2
-Discovery that some medical exclusions were used for non-medical reasons	2
-Difficulty in contacting parents for follow-up interviews	2
Recommendations:	
-Consider a complete study or evaluation of a pupil by a school team prior to exclusion from school.	6
-Develop referral procedures for follow-up of pupils so that action will be taken within two weeks after the exclusion and continue until the exclusion period expires.	6
-Encourage parents to seek medical help for their child by beginning communication promptly at the time of exclusion; maintain continuing contacts with parents at the time the pupil is excluded from school and continuing communication following the exclusion	5

4.30 Outcomes

Remediation activities by physicians increased 27 percent.

Baseline data from physicians reported the identification of 6862 pupils with health defects of which 694 were nutritional health defects.

There was a 32 percent decrease in the number of pupils with defects corrected.

The most important activity cited by nurses was "follow-up of pupils with defects", but this activity was fourth in time allowance.

High pupil transiency and large enrollments tended to limit the effectiveness of the Health Services Team in some schools.

Physicians experienced difficulty in encouraging some parents to secure correction of pupil defects; and some nurses indicated more time was needed for follow-up of pupils.

A trend toward fewer absences was exhibited by 90 percent of the pupils in the health services sample; and there was no observable change in subject or citizenship marks.

Administrators, physicians, and nurses indicated the project contributed toward meeting the physical and nutritional health needs of pupils.

Follow-up contacts involving home visits, pupils, parents, and agencies made during the summer extension of the component totaled 2157.

Sixty-four percent (162) of the excluded pupils had follow-up of their remedial medical problems.

5.00 CONCLUSIONS

The assignment of increased time for the physician and nurse within the same schools to which they were already assigned resulted in an increase in remediation activities by school physicians. Even so, there was a decrease in the number of pupils with defects corrected.

Nurse time for follow-up of pupils with defects was quite limited due to the demand of time for other nursing activities.

Follow-up of pupils with health defects to encourage correction of these defects continued to be a problem.

The Health Services Team contributed to the improvement of the physical and nutritional health of pupils.

6.00 RECOMMENDATIONS

Assist the Health Services Team to develop more effective ways of encouraging parents to follow through in correcting pupil health defects.

Increase nurse and physician time in schools having high pupil transiency rates and/or large enrollments.

Provide additional clerical assistance to nurses to increase nursing time for follow-up activities.

Strengthen evaluation procedures to determine whether or not a pupil should be excluded from school.

Develop procedures to insure prompt and continuous follow up of excluded pupils.

ESEA Auxiliary Services Design #230

COMPONENT: Health Services Team

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the physical health of the children	Tally the number of defects identified, identified defects followed up, and defects corrected	Physician's Report (33.6) School Nurse's Health Services Report (33.182)	Compare tabulations of health services prior to ESEA with succeeding spring semesters at 23 sample schools
		Pupil Information Form (230E)	Continue follow-up of spring 1966 sample group of pupils with defects identified Sample group to be divided into four sub-groups Comparison of subject and citizenship marks and attendance record for spring 1966 semester with fall 1966 through spring 1968 semesters
		Audiometrist's Monthly Report (230F) Report of Dental Health Examinations and Dental Health Talks (33.653) Mantoux Testing Program (for T.B.) (230G)	Reports for 1966-67 and 1967-68
To improve the nutritional health of the children	Tally the number of conferences, activities, and number of pupils reported as malnourished and/or obese	Physician's Report (33.6) School Nurse's Health Services Report (33.182)	Description of 1966-67 school year and 1967-68 school year
To identify specific strengths and weaknesses of the project	Ratings	Nurse's Reaction Form (230A) Physician's Reaction Form (230B) Administrator's Reaction Form (230C)	Assessment by project personnel

PROJECT NAME Health Services Team Code 230

Beginning date September 11, 1967 Ending date August 30, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K	3,841	
1	4,228	
2	3,951	
3	3,758	
4	3,675	
5	3,675	
6	3,509	
7	2,489	
8	2,418	
9	2,376	
10	2,404	
11	2,135	
12	1,753	
Ungraded	1,476	
TOTAL	41,688	

NUMBER OF ADULT PARTICIPANTS

School Personnel	57
Parents	0
Community Personnel	0

BUDGETED PROJECT COST $529,652.00

TABLE G

RANK ORDER OF IMPORTANT ACTIVITIES CITED BY PHYSICIAN AND NURSE

RANK*	IMPORTANT ACTIVITIES Physician	RANK*	IMPORTANT ACTIVITIES Nurse
1	Routine examination of pupils	1	Follow-up of pupils with defects
2	Examination of pupils due to special referrals	2	First aid to pupils
3	Conferences with parents concerning pupil health problems	3	Conferences concerning health problems of pupils with school staff, pupils, and parents
4	Conferences with school staff	4	Readmission and exclusion of pupils
5.5	Recheck examinations of pupils	5	Prepare for and assist school physician
5.5	Conferences with pupils	6	Administer to pupils with minor illness complaints
7	Contacts with agencies, clinics, and private physicians	7	Provide health education
8	Administration of first aid	8	Screening pupil vision
		9	Making referrals
		10	Pupils processed (clerical work)

Table G is based on Forms 230A and 230B. N = 9 N=23

*Weighted score - first choice 5, second choice 4, third choice 3, fourth choice 2, and fifth choice 1.

TABLE H

RANK ORDER OF ACTIVITIES REQUIRING GREATEST PORTION OF PHYSICIAN'S DAY AND NURSE'S DAY

RANK*	PHYSICIAN ACTIVITIES	RANK*	NURSE ACTIVITIES
1	Routine examination of pupils	1	Conferences with school staff, parents and pupils
2	Examination of pupils due to special referrals	2	Administration of first aid
3	Conferences with parents, pupils and school staff	3	Readmission and exclusion of pupils
4	Recheck examinations of pupils	4	Follow-up of pupils with defects identified
5	Contacts with agencies	5	Prepare for and assist the school physician
6	Administration of first aid	6	Administer to pupils with minor illness complaints
		7	Health education
		8	Clerical work (pupils processed)
		9	Teacher referrals of pupils

Table H is based on Forms 230A and 230B. N = 9 N = 23

*Weighted score - 50-100% = 5, 25-49% = 4, 15-24% = 3, 10-14% = 2, and 1-9% = 1.

TABLE I

RATINGS BY NURSE AND PHYSICIAN OF HEALTH SERVICES TEAM

ITEM	PHYSICIAN FREQUENCY				NURSE FREQUENCY				MEDIAN Physician	MEDIAN Nurse
	Very Little Not At All		A Great Deal		Very Little Not At All		A Great Deal			
	1	2	3	4	1	2	3	4		
2.	0	2	3	4	0	6	4	13	3.3	3.6
3.	0	0	5	4	0	5	4	14	3.4	3.7
4.	1	1	6	1	4	8	5	6	2.9	2.4
	Not Effective		Very Effective		Not Effective		Very Effective			
	1	2	3	4	1	2	3	4		
5.	2	0	3	2	1	4	6	12	3.0	3.5

Table I is based on Forms 230A and 230B. Physician = 9 Nurse = 23

(Nurses and physicians were asked to list the five activities that occupied the greatest portion of their time. Questionnaire items below followed this listing.)

*In your school, how much do the above statements represent the activities that were needed to fulfill:

2. the entire health services needs of the pupils
3. the physical health needs of the pupils
4. the nutritional health needs of the pupils

5. What was the effect of having increased physician and nurse time assigned within the same school?

TABLE J

RATINGS BY ADMINISTRATOR OF HEALTH SERVICES TEAM

ITEM	FREQUENCY Very Little Or No Value 1	 2	 3	 A Great Deal 4	MEDIAN
1. What would you indicate was the overall value of the Health Services Team Component in your school?	0	0	0	16	4.0
	Very Little Not At All 1	2	3	A Great Deal 4	
2. How much did the services of the school nurse contribute toward meeting the physical and nutritional needs of the pupils?	0	0	1	15	4.0
3. How much did the services of the school physician contribute toward meeting the physical and nutritional health needs of the pupils?	0	0	3	13	3.9

Table J is based on Form 230C. N = 16

HEALTH SERVICES TEAM (NONPUBLIC SCHOOLS)

Auxiliary Services Division

1.00 DESCRIPTION

Health Services Team, a continuing component, was provided for nonpublic elementary school pupils in grades one through six who participated in the activities of the Reading Specialist (Nonpublic Schools). These services augmented those provided by Los Angeles County Public Health nurses and private physicians. Two physicians and six nurses from the Los Angeles City Schools were assigned to the 20 participating nonpublic schools. A school nurse visited each school from four to eight days per month, and the school physician two to four days per month. The physicians, assisted by nurses, examined pupils and initiated procedures for follow-up and correction of health deficiencies. A supervising physician and a supervising nurse helped the assistant medical director (a physician) coordinate the component.

2.00 OBJECTIVES

-To improve the physical health of the children

-To improve the nutritional health of the children

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at 20 nonpublic elementary schools.

3.30 Nonpublic School Pupils

Health evaluations were made of 7080 pupils according to the following priorities: (1) participation in a reading project, (2) participation in the comparison group for the reading project, (3) participation in other special projects, (4) referral by the principal or faculty because of learning and/or health problems, (5) referral by parents because of suspected or known health problems, (6) known uncorrected health deficiencies.

3.40 Activities

3.41 Activities

Activities included: health examinations and health counseling with pupils; parent conferences on health findings; meetings with local staffs to provide knowledge that would facilitate the understanding of pupils' health in relation to behavior, activity, and educational planning; cooperative planning with Los Angeles County Public Health nurses to avoid duplication of services in meeting the health needs of pupils.

3.42 Pupil Activities

Pupils participated in examinations for the detection of health deficiencies. Appropriate referrals were made to private physicians or clinics for further diagnosis, remediation, and follow-up.

3.50 Specialized Materials, Supplies, and Equipment

In addition to standard professional medical supplies and equipment, Spanish editions of health reporting and health education forms were used.

3.60 Personnel and Logistical Problems

Staff conferences continued to be difficult to arrange because principals of nonpublic schools also served as teachers. Available health office housing facilities were improved over 1966-67 in some cases. Also improved was the use of physicians' time since (1) more parents signed health examination consent slips, and (2) holidays of physicians and nurses serving parochial schools were rescheduled so as to coincide with those of parochial schools.

4.00 EVALUATION

4.10 Design

Tabulations of the services by school physicians and nurses were used to determine the effect of augmented health services on the identification, follow-up, and correction of health defects. Data on the physical and nutritional health of pupils were obtained from nurses' monthly reports and physicians' semester reports. Ratings of the component were by physicians, nurses, and school administrators.

The following instruments were employed to collect information on the variables:

-Forms 231A and 231B, Nurse's and Physician's Reaction Form

-Form 231C, Administrator's Reaction Form

-Form 33.6, Physician's Report

-Form 33.182, School Nurse's Health Services Report

4.20 Attainment of Objectives

4.21 Objective: To improve the physical health of the children.

Table A shows that there were 11,918 remediation activities by school physicians during the 1967-68 school year, a 95 percent increase over 1966-67. In 1967-68 conferences held by school physicians showed an increase of 44 percent over the 1966-67 school year. Conferences by nurses decreased 29 percent.

TABLE A

TOTALS OF REMEDIATION ACTIVITIES BY PHYSICIAN AND NURSE

ACTIVITIES	SEMESTERS Fall 1966	 Spring 1967	 Fall 1967	 Spring 1968
Physician				
1. Conferences relative to the health and welfare of pupils:				
Faculty	17	18	6	2
Parent	606	456	945	642
Other	4	24	28	1
2. Home Notices	601	417	1,247	1,520
3. Routine Examinations	2,085	1,864	3,435	3,245
4. *Special Referrals	23	8	554	293
Total	3,336	2,787	6,215	5,703
Nurse				
1. Conferences relative to the health and welfare of pupils:				
Pupil	4,386	5,329	2,164	3,187
Parent	1,421	1,767	1,335	1,899
School Personnel	1,084	1,056	970	846
Case	73	144	179	198
2. Home Visits	136	349	248	257
3. Immunizations	255	94	735	573
4. *Referrals	757	1,163	905	1,751
5. Vision Screened	3,555	2,915	4,370	4,649
Total	11,667	12,817	10,906	13,360

Table A is based on Forms 33.6 and 33.182.

*Referrals were made to health and welfare specialists and facilities within the schools and in the community.

Table B reveals the results of remediation activities by school physicians and school nurses. Comparing the 1966-67 school year with the 1967-68 school year, there was a 171 percent increase in the number of defective conditions found by school physicians. School nurses reported the following increases when comparing the 1966-67 and 1967-68 school year: 16 percent increase in number of pupils with defects identified and 10 percent increase in number of pupils with defects followed up. There was a 54 percent increase in the number of pupils with defects corrected.

TABLE B

TOTALS OF RESULTS OF REMEDIATION ACTIVITIES

ITEM	SEMESTERS Fall 1966	Spring 1967	Fall 1967	Spring 1968
Defective conditions found (Physician)	2,235	2,017	6,572	4,930
Number of pupils with defects reported (Nurse)	1,472	1,187	1,405	1,681
Number of pupils with defects followed up (Nurse)	1,356	3,770	1,736	3,919
Number of pupils with defects corrected (Nurse)	188	538	312	803

Table B is based on Forms 33.6 and 33.182.

4.22 Objective: To improve the nutritional health of the children.

Table C reveals a frequency increase from 65 to 1502 in physicians' services provided to improve the nutritional health of pupils when comparing the 1966-67 and 1967-68 school years. The nurses' totals indicate a 43 percent decrease. In addition, school physicians' reported the identification of 949 malnourished pupils and 1163 obese pupils during the 1967-68 school year.

TABLE C

TOTALS OF SERVICES BY PHYSICIANS AND NURSES CONCERNED WITH IMPROVING THE NUTRITIONAL HEALTH OF PUPILS

ACTIVITY		School Year 1966-67	School Year 1967-68
Physician			
Conferences concerning nutrition with:			
Pupils		32	837
Parents		17	665
Teachers and/or staff		8	0
Referrals Concerning Nutrition		7	0
Nutritional Health Activities (Films, Lectures, Meetings with Health Club, other)		1	0
	TOTAL	65	1,502
Nurse			
Conferences concerning nutrition with:			
Pupils		1,293	756
Parents		693	327
Teachers and/or staff		300	118
Referrals Concerning Nutrition		247	128
Nutritional Health Activities (Films, Lectures, Meetings with Health Club, other)		8	109
	TOTAL	2,541	1,438

Table C is based on Form 33.182.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Table D, Addendum C, shows how one of two school physicians and five of six school nurses in the component ranked their most important activities. In Table E, Addendum C, physicians and nurses reported the percentage of time required for each activity. In both tables, the school physician ranked in the same order routine examinations, parent conferences, and recheck examinations. School nurses ranked health screening and conferences ahead of follow-up of pupils with health defects.

Table F, Addendum C, reveals that the school physicians and school nurses rated their activities as helping "A Great Deal" to fulfill the health needs of pupils, that their activities helped substantially in meeting the nutritional health needs of pupils, and that the effect of increased time on the health services by school physician and school nurse assigned within the same schools was substantial.

Table G, Addendum C, shows that school administrators concurred that the scheduling of regular health services by the school nurse and school physician helped

"A Great Deal" in meeting the health needs of pupils. Contributions of nurses were rated slightly higher than were those of physicians. Additionally, administrators rated as approaching "Sufficient" the availability of the following items: nurse and physician time for pupils; identification, follow-up, and correction of pupils' defects; and contacts with parents by the Health Services Team. Nurse's time for pupils and identifying pupils with defects received the highest ratings. Administrators reported that parents of pupils and teachers were pleased with the health services provided.

Additional strengths were cited through open-end comments by administrators and the Health Services Team. Summarizations of these comments follow:

-There was adequate school physician and school nurse time to serve pupils with health needs, to follow up pupils with defects, and to provide health education.

-Rapport was developed among school physicians, school nurses, teachers, pupils, and parents of pupils.

-During the second year, the health services program became better known to parents and pupils. Teachers made more pupil referrals to the health team.

A summary of comments by physician, nurses, and administrators reporting weaknesses included:

-Some members of the Health Services Team were unable to communicate with non-English-speaking parents.

-Working parents were not available during school hours for conferences with the Health Services Team.

-Contacting parents, especially those who worked, and encouraging them to follow through in correcting health defects on pupils was difficult.

-Inadequate facilities, mainly lack of space, hampered health services.

-Lack of health facilities in the community hampered pupil referrals for correcting defects.

Some administrators recommended that the school nurse be assigned more than one day per week. Also, they wanted conferences scheduled regularly with health team, administrators, and teachers to encourage better communication.

4.30 Outcomes

Nurses reported a 54 percent increase in the number of pupils with defects corrected.

Remediation activities by school physicians totaled 11,918, a 95 percent increase over 1966-67. Identification of defective conditions in pupils increased 171 percent.

Physicians held 1624 conferences concerning the health and welfare of pupils, a 44 percent increase; and nurses held 24,266, a 29 percent decrease.

Physicians identified 2112 pupils with nutritional health defects.

Physicians' services to improve the nutritional health of pupils increased 221 percent; nurses services decreased 43 percent.

Communicating with Spanish-speaking parents and encouraging parents to follow through with correcting health defects of pupils were listed as major problems.

Ratings of the effectiveness of the Health Services Team by physicians, nurses, and administrators were generally favorable.

Reports from administrators indicated that teachers and parents of pupils approved of the health services.

5.00 CONCLUSIONS

The second year of the program has resulted in an increase in remediation activities by the physician.

There was a large increase in the number of pupil defects corrected.

Nutritional health services provided by physicians increased; nutritional health services by nurses decreased.

Nurses, physicians, and administrators indicated that the Health Services Team program contributed toward improved physical and nutritional health of pupils.

6.00 RECOMMENDATIONS

Develop better methods for contacting, and communicating with parents and better methods for encouraging parents to follow through in correcting health defects of pupils.

Assist school nurses and school physicians in communicating with Spanish-speaking parents.

Develop means for enlisting the aid of school staffs to improve the physical and nutritional health of pupils.

ESEA Nonpublic Auxiliary Services Design #231

COMPONENT: Health Services Team (NPS)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the physical health of the children	Tally the number of defects identified, identified defects followed up, and defects corrected	Physician's Report (33.6) School Nurse's Health Services Report (33.182)	Describe services provided in twenty nonpublic schools during 1966-67 school year and 1967-68 school year
To improve the nutritional health of the children	Tally the number of conferences, activities, and number of pupils reported as malnourished and/or obese	Physician's Report (33.6) School Nurse's Health Services Report (33.182)	Descriptions of 1966-67 school year and 1967-68 school year
To identify specific strengths and weaknesses of the project	Ratings	Nurse's Reaction Form (231A) Physician's Reaction Form (231B) Administrator's Reaction Form (231C)	Assessment by project personnel

PROJECT NAME Health Services Team (Nonpublic Schools) Code 231

Beginning date September 11, 1967 Ending date June 14, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		110
1		927
2		882
3		900
4		891
5		873
6		863
7		838
8		796
9		
10		
11		
12		
Ungraded		
TOTAL		7,080

NUMBER OF ADULT PARTICIPANTS

School Personnel	11
Parents	0
Community Personnel	0

PROJECT COST $116.164.50

TABLE D

RANK ORDER OF IMPORTANT ACTIVITIES CITED BY PHYSICIAN AND NURSE

RANK*	IMPORTANT ACTIVITIES Physician	RANK*	IMPORTANT ACTIVITIES Nurse
1	Routine examination of pupils	1	Health screening of pupils
2	Conferences with parents concerning pupil health problems	2	Conferences with pupils, parents, and teachers
3	Recheck examinations of pupils	3	Follow-up of pupils with defects
		4	Health education
		5	Assist physician
		6	First aid
		7	Clerical work

Table D is based on Forms 231A and 231B. N = 1 N = 5

*Weighted score - first choice = 5, second choice = 4, third choice = 3, fourth choice = 2, and fifth choice = 1.

TABLE E

RANK ORDER OF ACTIVITIES REQUIRING GREATEST PORTION OF PHYSICIAN'S DAY AND NURSE'S DAY

RANK*	PHYSICIAN ACTIVITIES	RANK*	NURSE ACTIVITIES
1	Routine examination of pupils	1	Health screening of pupils
2.5	Conferences with parents concerning pupil health problems	2	Conferences with pupils, parents and teachers
2.5	Recheck examinations of pupils	3	Follow-up of pupils with defects
		4	Health education
		5	Clerical work
		6	Assist physician
		7	First aid

Table E is based on Forms 231A and 231B. N = 1 N = 5

*Weighted score - 50-100% = 5, 25-49% = 4, 15-24% = 3, 10-14% = 2, and 1-9% = 1.

TABLE F

RATINGS BY NURSE AND PHYSICIAN OF HEALTH SERVICES TEAM

ITEM	PHYSICIAN FREQUENCY				NURSE FREQUENCY				MEDIAN	MEDIAN
	Very Little Not At All		A Great Deal		Very Little Not At All		A Great Deal			
	1	2	3	4	1	2	3	4	Physician	Nurse
2.	0	0	0	1	0	0	1	4	4.0	3.9
3.	0	0	0	1	0	0	2	3	4.0	3.7
4.	0	0	1	0	0	0	3	2	3.0	3.3
	Not Effective		Very Effective		Not Effective		Very Effective			
	1	2	3	4	1	2	3	4		
5.	0	0	1	0	0	0	1	4	3.0	3.9

Table F is based on Forms 231A and 231B. Physician = 1 Nurse = 5

In your school, how do the above statements (five activities that occupied the greatest portion of your time as a school nurse/physician. Also designate their order of importance to your health services program -- i.e. 1st, 2nd, 3rd, etc.) represent the activities that were needed to fulfill:

2. the entire health services needs of the pupils
3. the physical health needs of the pupils
4. the nutritional health needs of the pupils

5. What was the effect of having increased physician and nurse time assigned within the same school?

TABLE G

RATINGS BY ADMINISTRATORS OF HEALTH SERVICES IN NONPUBLIC SCHOOLS

ITEM	FREQUENCY Very Little Not At All 1	2	3	A Great Deal 4	MEDIAN
1. With the provision of the services of a school nurse and school physician on a regularly scheduled basis in your school, how much did these services contribute toward meeting the health needs of the component pupils?	0	0	2	16	3.9
2. How much did the services of the school nurse contribute toward meeting the physical and nutritional health of the component pupils?	0	0	5	13	3.8
3. How much did the services of the school physician contribute toward meeting the physical and nutritional health of the component pupils?	0	1	9	8	3.4
	Insufficient 1	2	3	Sufficient 4	
Availability of these items:					
a. nurse's time for pupils	1	0	6	11	3.7
b. physician's time for pupils	0	4	7	7	3.2
c. identification of pupils with defects	0	0	8	10	3.6
d. follow-up of pupils with defects	0	3	8	7	3.3
e. available referrals for correction of defects	0	2	9	7	3.3
f. correction of defects	0	1	14	3	3.1
g. number of contacts with parents by the health services team	0	3	8	7	3.3

N = 18

Table G is based on Form 231C.

EDUCATIONAL AND MEDICAL SERVICES TO SCHOOL-AGE EXPECTANT MOTHERS

Auxiliary Services Division

1.00 DESCRIPTION

This component, now in its third year, provided educational, medical, social, and related services to school-age pregnant girls not enrolled in regular school. Six classroom centers, each located in or near a Los Angeles County District Health Center, were provided to enable the girls to continue their education. Each enrollee was permitted to earn credits for up to 5 subjects each semester. Fourteen teachers from the Special Education Branch were assigned to the component. Two full-time teachers were responsible for each of 5 classroom centers having 30-40 pupils. One classroom center had 4 full-time teachers to serve 80 pupils enrolled in double sessions. The assignment of 2 or more teachers to each classroom made possible a substantial reduction in the list of girls waiting to be enrolled in the program. As a result of increased teacher staffing, enrollment this year was more than twice that in the 1966-67 school year. Emphasis was placed upon pre- and postnatal health by 3 school nurses. Pupils were given information about the physiology of pregnancy, medical care, nutrition, and hospital procedures. The girls were told what to expect during confinement. In addition, nurses made post-delivery home calls. Other supportive staff included a counselor, curriculum specialist, and medical director who was also the coordinator. Although an assistant supervisor of child welfare and attendance was listed among the component personnel, no assignment was made during the year. Additional medical services were provided as needed by the public health nurse, medical social worker, and the medical staff of the health centers.

The date of delivery governed the return date of the mother to regular school. Births before midsemester enabled return during the same semester; births after midsemester generally dictated return to the health center class until the close of the term and the return to regular school the following semester.

2.00 OBJECTIVES

-To improve the holding power of schools (to decrease the dropout rate)

-To improve the physical health of the pupils

-To improve the pupils' emotional and social stability and/or that of their families

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at or adjacent to 6 Los Angeles County District Health Centers. A summer session was held from July 8 to August 16, 1968.

3.20 Pupils

Instruction was provided for 575 pupils in grades 9 through 12 during the school year. Instruction was provided for 50 new pupils and 34 continuing pupils in grades 10 through 12 during the summer session.

3.30 Nonpublic School Pupils

The component provided services to 6 girls, from the 10th through the 12th grade, who were referred from 5 nonpublic schools in the component area.

3.40 Activities

3.41 Staff Activities

The supportive staff engaged in the following activities:

- Assisted families in attempting to solve problems related to the pregnancy
- Assisted in referral to appropriate agencies
- Participated as members on advisory committees such as that at Booth Memorial Hospital, the Children's Bureau planning team for a national workshop on the teen-age mother, the District Attorney's Committee on the Battered Child, and E.Y.O.A. Committee for Southeast Area Neighborhood Health Center
- Presented a paper on the school-age expectant mother at the annual meeting of the American Public Health Association in Miami, Florida
- Participated in a workshop for teachers

3.42 Pupil Activities

Pupils participated in the following activities:

- Demonstrations by a public health nurse
- Visitation to local hospitals to become acquainted with procedures related to labor and delivery
- Attendance at Widney High School play
- Dental education
- Group counseling conducted by a medical social worker
- Nutrition demonstrations by a nutritionist

3.50 Specialized Materials, Supplies, and Equipment

Specialized materials included:

- Filmstrips on growth and development
- Charts on human reproduction and development
- Films on reproduction
- Demonstration models

3.60 Personnel and Logistical Problems

Some problems resulted from:

- Inability to find a child welfare and attendance worker with a professional background in problems of families and with adoption agency experience
- Inability to serve all pupils who were eligible for the program
- Lack of transportation which prevented some pupils from attending

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil achievement data, pupil attitudes, interviews with supportive personnel and with pupils who had previously been in the program, health records, and pupil and staff ratings of the effectiveness of the component.

The following instruments were employed to collect information on the variables:

-Form 235A, Pupil Information Form

-Form 235B, Prenatal and Infant Care Examination - Revised

-Form 235C, Pupil Reaction Form

-Form 235D, Follow-Up Structured Interview of Pupils Who Returned to Regular School

-Form 235E, Write-A-Story Form and Form 235F, (Pictures) (assessed pupil attitudes)

-Form 235G, Structured Interview Form for Component Supportive Personnel

-Form 235H, Personnel Reaction Form

-Form 33.127, Request for Home Visit

-Form ESEA-6, Medical Information Card

4.20 Attainment of Objectives

4.21 Objective: To improve the holding power of schools (to decrease the dropout rate).

Flexible scheduling of classes allowed pupils in the health centers to take fewer subjects than required in regular school. The number of subjects taken by each pupil was dependent upon pupil health and whether or not a needed subject could be taught in the limited facilities of the Health Center classrooms. Such subjects as laboratory sciences and foods, for example, were not available.

In addition, all pupils received credit, instead of a subject mark, for physical education.

Table A, comparing number of subjects passed in regular and health center classes, shows a 9 percent increase in passing marks at the health center classes for the fall semester 1967 and a 13 percent increase for the spring semester 1968.

TABLE A

COMPARISON OF SUBJECTS PASSED IN REGULAR SCHOOL WITH SUBJECTS PASSED IN HEALTH CENTER CLASS

SEMESTERS	REGULAR SCHOOL N	Subjects Taken	Subjects Passed	% Passed	HEALTH CENTER CLASS N	Subjects Taken	Subjects Passed	% Passed	Percent of Change
FALL 1967	85	504	451	89	85	303	293	97	9
SPRING 1968	160	972	827	85	160	596	572	96	13

Table A is based on Form 235A.

The counselor reported that 575 pregnant girls were enrolled in the health center classes. Of these, 105 (18 percent) received high school diplomas during the 1967-68 school year. The counselor referred an additional 720 pregnant girls to home or telephone teaching because of medical or transportation problems.

At the conclusion of each semester, pupils were asked to rate the health center classes. Two hundred and one pupils were available for this evaluative effort. The remainder (374) had completed the program or were absent and unavailable.

Tabulations of open-end responses concerning the value of health center classes provided the following 3 main categories: 100 pupils (50 percent) indicated that health center classes were valuable to them because they were able to continue their education; 51 pupils (25 percent) responded that they were now able to graduate according to schedule; and 16 pupils (8 percent) indicated they were able to learn more by working in small groups.

Table E, Addendum C, shows that of the 201 pupils available for evaluation, 196 responded to the question about their plans for next semester, 148 (76 percent) indicated that they planned to continue their education, with 113 (76 percent) of these 148 returning to regular school. The remainder of the pupils, except for 1, represented graduating seniors.

Information obtained from structured interviews with the counselor and nurses revealed they felt their activities aided in improving the holding power of schools. The nurses reported that they:

-Encouraged absent pupils to return to the health center classes by explaining to pupils that their physical discomfort from pregnancy was normal.

-Made postpartum visits to urge pupils to return to school and to encourage family and friends to help them return.

-Explained to pupils the facilities available through the Los Angeles City Schools or other community agencies that could be of assistance in continuing their education.

-Communicated with the health center classroom counselor about girls' problems which might keep them from returning to school.

-Communicated with regular school nurses and girls' vice principals when the girls were ready to return to school; helped to prepare girls by telling them what to expect when they returned; and tried to help certain girls to accept new schools rather than former schools.

The counselor indicated that she assisted pupils to remain in school by doing the following:

-Counseled some pupils about too many absences or tardies.

-Held conferences with parents about pupils' educational goals.

-Arranged programs so that courses which had been difficult for pupils in regular school could be dropped in health center classes; helped girls to succeed in making up back work.

-Referred girls having medical or transportation problems to home or telephone teachers to minimize dropping out of school.

Of the 575 pupils enrolled in the health center classes, information was obtained from the available school records of 368 of these to determine how many left before their regular time to leave and the reasons for their leaving. It was discovered that 94 (26 percent) of these pupils did leave ahead of time: 31 because of excessive absence; 17, lack of interest; 17, moving out of town; 14, going to other educational programs such as home teaching, telephone teaching, or maternity homes; 6, health problems; 2, marriage; 2, home problems; 2, employment; 1, distance; 1, discipline; and 1, running away from home.

The nurses held structured interviews with 30 randomly selected pupils who were in the health center classrooms during 1966-67 and were eligible to return to regular school for the 1967-68 school year.

Of these 30 pupils interviewed, 15 returned and remained in regular day school, two did not return to school, two went to adult school. Eleven returned to and then dropped out of regular day school. The reasons given for dropping out and the number of pupils giving each reason follow: pregnancy - 3, illness - 2, lack of a baby sitter - 2, left state to marry - 1, family problems - 1, lack of adjustment to regular school - 1, and wanting to work - 1.

Each of the pupils who returned to regular school was placed a grade level above her former regular school grade. Pupils commented on school personnel, especially teachers and counselors, as being helpful through encouragement and understanding.

Of the 15 pupils who remained in regular day school and the two who went to adult school, 10 recommended full-day schooling following pregnancy, whereas four recommended a short day. In the dropout group, six recommended a full day, and four a short day on return to school following pregnancy. Thirteen of the 21 pupils responding thought a full school day important in order to make up credits lost during pregnancy. The reason cited most often for recommendation of a short day was the need of the baby and mother for each other. Eleven of the pupils in regular day school had definite plans for continuing their education beyond high school.

4.22 Objective: To improve the physical health of the pupils.

During the 1967-68 school year, the number of pupils increased 116 percent over 1966-67. Because of the increase, two additional nurses were added to the staff.

Tables F and G, Addendum C, show that the nurses made 579 home calls during the 1967-68 school year in comparison to 233 during the 1966-67 school year. Also, the nurse made 415 pupil referrals in comparison to 472, and held 2836 conferences in comparison to 664. Although the number of pupils increased, the percentage of pupils with defective conditions related to pregnancy decreased from 14 to 8 percent. During the 1967-68 school year, the nurses' reports recorded 277 normal births and 19 defective births (Cesarian sections, breech birth, etc.). There were eight interrupted pregnancies and three deaths (two premature babies and one stillborn baby).

Eleven of 17 responses by pupils who were in the 1966-67 program indicated that school-age mothers could take care of their babies because of what they had learned in health center classes. Also, they felt no need for additional baby care instruction.

At the beginning and end of the fall and spring semesters of the 1967-68 school year, pupils were administered a test to determine if they had increased in knowledge of prenatal and infant care. Table B reveals that there was a statistically significant improvement at the .01 level for pupils in both groups on a test of prenatal and infant care.

TABLE B

PRE AND POST MEANS ON THE PRENATAL AND INFANT CARE QUESTIONNAIRE

TIME BETWEEN PRE AND POST TESTS	N	Pre Mean	Post Mean	Correlation
5 - 12 weeks	68	20.5	22.6**	.65
13 or more weeks	30	20.2	24.0**	.31

Table B is based on Form 235B.

**Sig. at .01

4.23 Objective: To improve the children's emotional and social stability and/or that of their families.

Pupils were administered attitude scales concerning boy-girl and mother-infant relationships on a before and after basis. Tables C and D show that the chi-square score for the boy-girl relationship was significant at the .05 level and the chi-square score for the mother-infant relationship was significant at the .01 level. The results suggest that health center classroom experiences may have contributed to the change of direction toward positive attitudes.

TABLE C

ATTITUDES TOWARD BOY-GIRL RELATIONSHIP

		After(Direction of attitude change)			
		Negative	Neutral	Positive	Total
Before(Attitudes at beginning of semester)	Positive	7	13	25	45
	Neutral	2	12	16	30
	Negative	8	4	7	19
	Total	17	29	48	94

Table C is based on Forms 235E and 235F. Chi-square=10.81, df=4, Sig. at .05

TABLE D

ATTITUDES TOWARD MOTHER-INFANT RELATIONSHIP

		After(Direction of attitude change)			
		Negative	Neutral	Positive	Total
Before(Attitudes at beginning of semester)	Positive	5	6	59	70
	Neutral	0	9	11	20
	Negative	3	1	4	8
	Total	8	16	74	98

Table D is based on Forms 235E and 235F. Chi-square-25.40, df-4, Sig. at .01

Table H, Addendum C, shows that 175 pupils (87 percent) indicated that attending the health center classes had "Much Value". Sixty-eight percent gave their highest rating to lessons on prenatal and infant care. Attending class with other pupils who were expectant mothers or recent mothers received the "Much Value" rating by 63 percent of the pupils responding.

Open-end comments supporting pupil ratings stated that 37 appreciated being in a supportive classroom with sympathetic personnel; 124 appreciated being with other expectant or recent mothers, which kept them from feeling out of circulation or isolated.

One hundred ninety-six pupils (98 percent) commented that prenatal and infant care lessons were valuable because they taught about pregnancy, childbirth, and how to care for themselves and their babies.

4.24 Objective: To identify specific strengths and weaknesses of the project.

Tables I through K may be found in Addendum C.

The ratings in Table I indicate how pupils felt about services provided by the health center social worker, counselor, and nurse. (There were no ratings for the services of the assistant supervisor of child welfare and attendance because no one was assigned during the 1967-68 school year.) Ninety-one percent of the pupils gave the two highest ratings to services provided by the nurse; and 81 percent to services provided by the counselor. Pupils continued to be divided as to the value of the services provided by the health center social worker.

Pupils ranked in order the three persons who proved to be most helpful to them while they were pregnant. Pupils ranked family members first (Table J indicates sub-groups) and ranked teachers second. The nurse and counselor were ranked fifth and ninth, respectively.

Ratings in Table K by teachers, nurses, and counselor indicated that the effectiveness of the project and the activities implemented for satisfying the educational needs of pupils were of "Value". The degree to which objectives were attained was rated as substantial (median scores of 3.1 or higher on a 1-4 scale)in terms of: the holding power of schools, improving physical health of pupils, and improving emotional and social stability of pupils.

The summary of comments by program personnel support these ratings:

-The program held pupils primarily because they wanted to continue their education in the hope of finishing school. Also the curriculum was better suited to pupil needs and interests.

-Physical health of pupils improved due to health education and guidance provided by school nurses, and to thorough medical care available at the County health centers.

-Reassurance and sympathetic assistance were given by component personnel to help meet pupil needs.

-Pupils were comfortable with other pupils who also were pregnant or were recent mothers because they gained understanding of their situation and received special help from them.

Problems encountered or weaknesses recognized by teachers, nurses, counselor, and pupils are summarized by the following categories of comments:

Staff comments

-Lack of materials - both curricular and non-curricular - suited to the many nonacademic pupils in the program made teaching difficult.

-Enrollment of pupils with emotional or discipline problems often disrupted an entire classroom of pupils and obstructed pupil achievement.

-Some teachers were referred to as being unsuited for the health center classroom program.

-Substitute teachers were unavailable.

-Lack of an assistant supervisor of child welfare and attendance limited the attention given to non-illness absences.

Nurse comments

-Absenteeism and tardiness of some pupils disrupted the classroom program.

-Lack of transportation for two of the centers where public transportation was poor made it difficult for some pupils to attend class.

-Substituting for the assistant supervisor of child welfare and attendance in making home visits increased the work load.

-Unavailability during part of the program of a specific piece of audio-visual equipment (Mark IV) which handled 8mm cartridge film limited the effectiveness of nurses' lessons on health education.

Counselor comments

-No regular audio-visual delivery to health center classes, and poor coordination of audio-visual materials, stymied the teaching program.

-Lack of mail delivery to some of the classrooms slowed down the flow of information in some instances.

-Lack of baby sitters made it difficult for some pupils to return to health center classrooms after childbirth.

-Flexible scheduling did not work smoothly because arrival and departure of pupils caused many interruptions and interfered with ride - sharing for some pupils.

-Lack of an assistant supervisor of child welfare and attendance added to the duties of the counselor and nurses.

- Lack of time for adequate counseling was due to the amount of the administrative work involved.

- Slowness of medical exclusion slips in reaching the counselor often delayed pupil enrollment.

Pupils, nurses, and counselor made the following recommendations:

Pupils

- Provide more textbooks, supplies, and equipment
- Secure teachers able to develop rapport with pupils
- Have selective screening to enroll cooperative pupils
- Provide locker space to hold personal materials, and provide an eating area
- Add activities other than teaching of basic subjects
- Provide air conditioning in classrooms (South)

Nurses

- Provide cots for all health center classrooms for illness and rest cases
- Develop a pupil handbook of classroom standards
- Secure a child welfare and attendance worker to encourage pupil attendance
- After birth of the baby, limit pupil enrollment from six to eight weeks

Counselor

- Secure an additional counselor to provide adequate service for health center classrooms
- Develop guidelines for pupils and a handbook for teachers
- Develop better communication between girls' vice principals at regular school and health center staff to reach joint agreement concerning policies and procedures for the pupils

4.30 Outcomes

The pupils were able to pass a higher percentage of subjects in the health center class than they did in their last completed semester of regular school. There was a 9 percent increase for fall semester 1967 and 13 percent increase for the spring semester 1968.

Health center classes graduated 105 A12's of the 575 pupils enrolled during the 1967-68 school year.

Fifty percent of responding pupils indicated that health center classes were valuable to them because they were able to continue their education.

Excluding graduating seniors, all pupils but one responded that they were returning to school after leaving the health center classroom.

Nurses and counselors felt that their activities held pupils in school despite the fact that 26 percent of 368 pupils did leave the health center classrooms before they were ready to return to regular school.

Of the thirty 1966-67 health center pupils eligible to return to regular school during 1967-68 school year, two did not return and 11 dropped out after returning. All pupils who returned were enrolled in the next higher grade level and 60 percent of the pupils said they preferred a full day schedule.

Pupil improvement was statistically significant on a test of knowledge of prenatal and infant care.

Three nurses were able to increase the number of home calls to 579 (compared to 233 last year) and conferences to 2836. The percentage of defective conditions related to pregnancy decreased from 15 to 8 percent although there was a 116 percent increase in the number of pupils enrolled.

Eighty-seven percent of the pupils rated their attendance at health center classes as having "Much Value". Also, project personnel indicated health center program had met the needs of pupils.

Ninety-eight percent of pupils commented that prenatal and postnatal information related to the pupils and their babies was valuable.

More than three-fourths of the pupils gave nurse and counselor services the two highest ratings. Pupils continued to be divided about services provided by health center social worker.

Teacher was ranked second behind family members as the person who helped the pupil the most during pregnancy; nurse and counselor were fifth and ninth, respectively.

Lack of enough materials, textbooks, audio-visual equipment and suitable curricular materials were seen as problems by personnel and pupils. Also listed were lack of audio-visual and mail deliveries to health center classrooms.

Pupils and teachers not suited for the program were listed as problems by personnel and pupils.

The lack of an assistant supervisor of child welfare and attendance increased work assignments for nurses and counselor.

5.00 CONCLUSIONS

The holding power of schools was improved. Factors which may have contributed to this include: the ability of pupils to pass more subjects in health center classes, to continue in the next higher grade level when returning to regular school, to graduate from health centers, and to profit from the supportive environment of the classrooms.

Referrals for medical care plus prenatal and infant care information contributed to the reduction of the percentage of defective conditions related to pregnancy among pupils, possibly reflecting medical attention early in pregnancy.

6.00 RECOMMENDATIONS

Provide curriculum, curricular materials, and a uniform schedule for all pupils in the health center classrooms.

Eliminate, through preventive screening, pupils exhibiting serious emotional or discipline problems.

Consider special services for pupils presenting extreme behavior problems.

Have better coordination and distribution of audio-visual equipment, supplies, and textbooks.

Provide enough personnel to handle counseling, administrative, and child welfare and attendance duties.

Provide substitutes for teacher absence.

Develop guidelines for pupils and a handbook for teachers.

ESEA Auxiliary Services Design #235

COMPONENT: Educational and Medical Services to School-Age Expectant Mothers

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the holding power of schools (to decrease the dropout rate)	Retention rate	Pupil Information Form (235A)	Report card marks of last completed semester in regular school and final semester marks in fall 1967 and/or spring 1968
		Pupil Reaction Form (235C)	Items 4 and 5 which indicate grade level and plans for next semester
		Follow-up Structured Interview of Pupils Who Returned to Regular School (235D)	Follow-up via structured interview by component nurses of pupils who were eligible to return to school Random sample of 30 girls to be interviewed
To improve the physical health of the pupils	Health ratings	Request for Home Visit (33.127) Medical Information Card (ESEA-6)	Summary of anecdotal records by project nurses
	Changes in knowledge	Prenatal and Infant Care Examination (235B)	Pretests administered in October/November and February; posttests administered in January and May
To improve the pupils' emotional and social stability and/or that of their families	Attitudes	Pupil Reaction Form (235C)	Items 1 to 3 and the comments that accompany which indicate reactions to health center class, its pupils, and prenatal and infant care lessons
		"Write-A-Story" (235E) Pictures (235F)	Jury of three psychometrists to give a plus (+), minus (-), or zero (0) rating to each story Pretests in October/November and February and posttests in January and May

ESEA Auxiliary Services Design #235

COMPONENT: Educational and Medical Services
to School-Age Expectant Mothers

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To identify specific strengths and weaknesses of the project	Ratings	Personnel Reaction Form (235H)	Coordinator, teachers, nurses, Child Welfare and Attendance assistant supervisor and counselor Items 6 to 10
		Pupil Reaction Form (235C) Structured Interview Form for Supportive Personnel (235G)	

PROJECT NAME Educational and Medical Services to School-Age Expectant Mothers Code 235

Beginning date September 11, 1967 Ending date August 16, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9	1	
10	127	
11	241	4
12	290	2
Ungraded		
TOTAL	659	6

NUMBER OF ADULT PARTICIPANTS

School Personnel	19
Parents	0
Community Personnel	0

PROJECT COST $ 221,406.00

TABLE E

PUPIL PLANS FOR NEXT SEMESTER

PREFERENCE	B10	A10	B11	A11	B12	A12	Total
Get a 12th grade diploma					16	3	19
Return to regular school	10	19	22	36	7		94
Go to trade school/night school			2	2		11	15
Go to junior college or college						20	20
Get a job						23	23
Stay home and care for the baby						22	22
Don't know						1	1
Other				1		1	2

Table E is based on Form 235 C. N = 196

TABLE F

MEDICAL SERVICES PROVIDED BY SCHOOL NURSE

TYPES	SCHOOL YEAR 1966-67	SCHOOL YEAR 1967-68
Home Calls	233	579
Referrals	472	415
Conferences		
Pupils	425	1,952
Parents-Husbands	128	349
School Personnel	45	317
Other	66	218

Table F is based on Forms 33.127 and ESEA-6. N = 1 nurse N = 3 nurses

TABLE G

TOTALS OF DEFECTIVE CONDITIONS REPORTED BY SCHOOL NURSE

TYPES	SCHOOL YEAR 1966-67	SCHOOL YEAR 1967-68
Related to Pregnancy		
Obesity	3	36
Toxemia	30	7
Kidney Infections	6	3
Other	-	2
Non-related to Pregnancy		
Anemia, Sickle Cell Anemia	17	5
Dental Caries, Poor Vision	56	110
Other	1	14

Table G is based on Form ESEA-6. N = 1 nurse N = 3 nurses

TABLE H

RATINGS OF PUPIL REACTIONS TO HEALTH CENTER CLASS

ITEM	FREQUENCY Little Value 1	2	3	Much Value 4	MEDIAN
1. What were your reactions to attending the Health Center class?	2 (2)	4 (5)	20 (8)	175 (28)	3.9 (3.7)
2. What were your reactions to the lessons on prenatal and infant care?	3 (2)	15 (8)	44 (9)	136 (24)	3.8 (3.6)
3. What were your reactions to attending class with other pupils who also were expectant mothers or recent mothers?	7 (1)	17 (5)	50 (11)	127 (25)	3.7 (3.7)

Table H is based on Form 235C. N = 201
(Summer session ratings) (N = 43)

TABLE I

RATINGS OF PUPIL REACTIONS TO SERVICES PROVIDED BY PROJECT PERSONNEL

ITEM	FREQUENCY Little Value 1	 2	 Much Value 3	 4	MEDIAN
6. How did you feel about your discussions with the Health Center social worker?	31	35	47	40	2.7
7. How did you feel about the services of the Child Welfare and Attendance worker?	-	-	-	-	-
8. How did you feel about your discussions with the Health Center counselor?	7 (3)	17 (4)	31 (6)	70 (18)	3.6 (3.6)
9. How did you feel about your discussions with the Health Center nurse?	5 (5)	13 (2)	34 (6)	143 (30)	3.8 (3.8)

Table I is based on Form 235C.
(Summer session ratings)

N = 201
(N = 43)

TABLE J

RANK ORDER OF PERSONS DESIGNATED AS HELPFUL TO SCHOOL-AGE EXPECTANT MOTHERS

RANK*	PERSONS	FIRST CHOICE FREQUENCY	SECOND CHOICE FREQUENCY	THIRD CHOICE FREQUENCY
1	Family Members	156	105	71
	Mother	(104)	(29)	(10)
	Father	(16)	(13)	(4)
	Husband	(12)	(12)	(16)
	Aunt	(8)	(10)	(8)
	Other Relatives	(16)	(41)	(33)
2	Teacher	11	20	23
3	Boyfriend	7	12	16
4	Friends	5	12	19
5	Nurse	9	8	11
6	Doctor	8	9	4
7	Social Worker	3	9	3
8	Neighbors	1	4	8
9	Counselor	-	2	3

*Weighted Scores - first choice = 3, second choice = 2, and third choice = 1. Table J is based on Form 235C.

TABLE K

RATINGS BY PERSONNEL OF THE PROJECT

	FREQUENCY Little Value 1	 2	 3	 Much Value 4	MEDIAN
1. How would you rate the effectiveness of this entire component during the 1967-68 school year?	1	0	9	5	3.2
2. What were your reactions to the project activities implemented to satisfy the educational needs of the pupils?	0	1	11	3	3.1
	Very Little Not At All 1	 2	 3	A Great Deal 4	
The degree that the following objectives were attained during the 1967-68 school year:					
3. Improving the holding power of schools (to decrease the dropout rate).	2	0	8	5	3.2
4. Improving the physical health of the pupils.	0	0	8	7	3.4
5. Improving the pupils' emotional and social stability.	0	1	10	4	3.2

Table K is based on Form 235H.

N = 15

CHILD WELFARE AND ATTENDANCE - RETURNEES

Auxiliary Services Division

1.00 DESCRIPTION

This component, continued from the previous year, was designed to meet the special educational needs of all pupils residing in the project areas who returned from Los Angeles County Probation Camps or California Youth Authority facilities. Twelve full-time assistant supervisors of child welfare and attendance were assigned for this purpose to seven attendance area offices of the Los Angeles Unified School District. An assistant director of child welfare and attendance was the component coordinator.

The assistant supervisor of child welfare and attendance arranged school placements or developed alternate plans for camp returnees, cooperated with law enforcement agencies and the probation department, and maintained contacts with community agencies. He also conferred with pupils, their parents, and school personnel to help the teen-agers adjust to school again. Equally important were (1) facilitating the school's acceptance of the returnee so as to sustain the latter's interest in regular school attendance, and (2) counseling for returnees not remaining in school.

2.00 OBJECTIVES

-To improve the children's average daily attendance

-To improve the children's emotional and social stability and/or that of their families

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968. Returnee pupils were placed in seven elementary, 60 junior, and 55 senior high schools. A summer phase of this component was held from July 8 to August 30, 1968.

3.20 Pupils

A total of 1670 returnees were interviewed during the year. Regular school placements were made for 1250 returnees. Of this number, 537 (43 percent) were still attending regular school classes at the end of the school year. For various reasons, 430 (27 percent) declined or were unable to accept a school placement. Whenever possible these returnees were counseled and assisted in finding other positive programs. Of the 713 returnees who did not remain in regular school, 263 (21 percent) were accepted in adult schools, continuation classes and/or job training and employment programs.

3.30 Nonpublic School Pupils

The specialized services of the assistant supervisor of child welfare and attendance were available to pupils whose school attendance preceding placement in probation camps or California Youth Authority facilities was in parochial or other private schools. Nonpublic school pupils upon their return were placed either in the nonpublic school formerly attended or in the public school of residence. Follow-up services were provided for these pupils by the assistant supervisors of child welfare and attendance.

3.40 Activities

3.41 Staff Activities

Twelve assistant supervisors of child welfare and attendance, most of whom were assigned to this component last year, attended inservice training programs for two hours each month. Those new to this assignment received an additional eight hours of inservice training at the beginning of their assignment.

3.42 Pupil Activities

Returnee pupils were referred to and sometimes enrolled in the Neighborhood Youth Corps inservice program. Some pupils who terminated their schooling before the close of the school year were referred to and accepted by the Job Corps Program. Others were accepted in the Youth Training and Employment Projects. Upon notification of a pupil's release from a camp or institution, a conference was arranged with the boy or girl and parents at the Child Welfare and Attendance Area Office to discuss return and placement in a public school. The initial interview and intensive follow-up in each case were believed to be key factors in aiding successful school adjustment.

3.60 Personnel and Logistical Problems

The assistant supervisors of child welfare and attendance reported continuing difficulty in conferring with some parents and parent substitutes because of a conflict with working hours.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil subject marks, citizenship marks, attendance, ratings by parents of pupil adjustment to school, retention rate, tabulations of agency contacts and referrals made by assistant supervisors, ratings by school staff and component personnel.

A stratified sample of 298 pupils was selected from among all returnees who were interviewed by child welfare and attendance personnel by October 20, 1967. Pupils were selected on the basis of their grade level, sex, and camp placement in proportion to the distribution of the 1966-67 returnee sample. Forty-four percent (131 camp returnees) came from the California Youth Authority; 56 percent (167 returnees) were from Los Angeles County Probation facilities.

The following instruments were employed to collect information on the variables:

-Form 32.80, Returnee Follow-up

-Form 240A, Parent Reaction Form - Pre

-Form 240B, Parent Reaction Form - Post

-Form 240C, CWA Personnel Reaction Form

-Form 240D, School Staff Reaction Form

-Form 240E, Returnee Tally

4.20 Attainment of Objectives

4.21 Objective: To improve the children's average daily attendance.

4.22 Objective: To improve the children's emotional and social stability and/or that of their families.

Table A shows the extent of improvement by returnees in subject marks, citizenship marks, absences and tardies. Subject marks for returnees were significantly better the first semester of re-enrollment in school than the semester completed prior to placement in Probation or California Youth Authority Camp.

Subject and citizenship marks decreased significantly the second semester of the 1967-68 school year compared with the first semester. The means for the number of tardies tended to increase slightly and for absences a great deal when compared with the means for the semester completed prior to camp.

TABLE A

COMPARISON OF MEANS OF REPORT CARD DATA

ITEM	N	SEMESTERS			CORRELATION
		Completed Prior to Camp	Fall 1967	Spring 1968	
Subject marks (Grade point average)	94	.95	1.66*		.18
	83	1.02		1.00	.15
	89		1.20	1.01*	.60
Citizenship marks (Work Habits and Cooperation)(GPA)	87	1.12	1.33		.25
	76	1.22		1.17	.33
	88		1.46	1.22**	.62
Absences (Days)	44	20.46			
	82		20.61		
	78			28.32	
Tardies (Times)	39	3.28			
	75		3.56		
	65			4.09	

Table A is based on Form 32.80. *Sig. at .05 **Sig. at .01

Grade Point Average is based on: A=4, B=3, C=2, D=1, F=0
E=2, S=1, U=0

Those parents of returnees in the sample who could be contacted were interviewed twice by assistant supervisors of child welfare and attendance, the interviews being held during the second and ninth months of the 1967-68 school year.

Table B reveals that parent ratings of pupil attendance and liking for school showed some improvement after camp when compared with the ratings of attendance and liking for school prior to camp.

TABLE B

PARENT RATINGS OF RETURNEE ADJUSTMENT TO SCHOOL

ITEM	N	PRE AND POST FREQUENCY Poor 1	Fair 2	Good 3	Very Good 4	MEDIAN
How was your child's attendance at school before going to camp? (Pre)	135	49	50	22	14	1.9
How has your child's attendance been since returning from camp? (Post)	136	42	35	35	24	2.2
		Very Little Not At All	Little	Some	A Great Deal	
How did your child seem to like school before going to camp? (Pre)	134	33	40	41	20	2.4
How has your child seemed to like school since returning from camp? (Post)	135	31	28	40	36	2.7

Table B is based on Forms 240A and 240B.

Those parents who had identified school problems experienced by pupils prior to camp indicated (Table C) "Little" adjustment in the areas of attendance, liking for school, and family discord since re-enrollment in school. Ratings which indicated "Some" decrease of pupil problems were for: negative peer associations, difficult school subjects, and inability to obey school rules.

TABLE C

PARENT RATINGS OF DECREASE IN RETURNEE ADJUSTMENT PROBLEMS

PROBLEMS*	N	FREQUENCY Very Little Not At All 1	Little 2	Some 3	A Great Deal 4	MEDIAN
Non-interest in or dislike of school	27	7	6	6	8	2.6
Poor attendance or truancy	20	9	2	6	3	2.0
Negative peer associations	18	5	0	10	3	2.9
Difficult school subjects	18	2	2	7	7	3.2
Disobedience to school rules	12	1	3	4	4	3.0
Home-parental conflicts	8	3	1	3	1	2.5
Miscellaneous	20	5	5	5	5	2.5
Total	123					

Table C is based on Forms 240A and 240B.

*You stated that (statement of the problem) made it most difficult for your child to do well in school before going to camp. How much did this problem decrease since your child returned from camp?

Ratings (Table D) by 139 parents toward school and its services remained positive throughout the school year with the lowest rating (2.9 on a 1-4 scale) for "The other pupils in your child's school".

TABLE D

PARENT RATINGS OF SCHOOL ENVIRONMENT

ITEM	FREQUENCY								MEDIAN	
	Pre				Post					
	Very Poor 1	Poor 2	Good 3	Very Good 4	Very Poor 1	Poor 2	Good 3	Very Good 4	Pre	Post
4. Your child's school is	1	11	84	37	5	6	98	22	3.1	3.1
5. The teachers in your child's school are	0	3	92	35	0	5	96	29	3.2	3.1
6. The counselor in your child's school is	1	7	80	31	1	8	76	38	3.1	3.2
7. The other pupils in your child's school are	0	18	90	14	4	29	73	14	2.9	2.9
8. The help your child gets at school is	1	6	85	39	4	11	77	38	3.2	3.1

Table D is based on Forms 240A and 240B. N = 139

During both interviews, half of the parents made comments to accompany their ratings of the total school situation. Fifty-five percent of the remarks were negative and mainly faulted the returnee's poor attitude, poor performance in school, and purposeless nonschool activities. Other criticisms pointed to inadequacies in school programming and mishandling of pupils by school staff. The positive comments were in support of school program and the assistance given returnees by teachers.

Assistant supervisors of child welfare and attendance made 958 agency contacts on behalf of returnees. Ninety-six percent of these contacts were with the returnee's probation officer or parole agent. The largest number of referrals to agencies, other than law enforcement, was for assistance in getting a job (Tables F and G, Addendum C).

Tables H, I, and J, Addendum C, show that assistant supervisors rated their most important and time-consuming activities as effective in improving attendance and the emotional and social stability of returnees. The same activities were ranked first through fourth in both importance and in demand of time.

Eighty-one members of the school staff, other than teachers, having the most contacts with returnees rated the component. From the 37 secondary schools having nine or more ESEA returnees enrolled, responses came from 28 (76 percent) boys' vice principals', 22 (59 percent) girls' vice principals', and 32 (84 percent) registrars.

Table K, Addendum C, shows that school staff rated CWA services as slightly effective for improving attendance and the emotional and social stability of the returnees (respectively, 2.6 and 2.3 on a 1-4 scale). The comments by school staff made in reference to the services provided by assistant supervisors were evenly divided between positive and negative. School staff comments generally endorsed the efforts of the assistant supervisor but qualified their effectiveness in improving attendance or social and emotional stability because of the returnee's instability or non-receptiveness to being helped.

Returnees who completed both semesters of a school year or who transferred to other educational or training programs were categorized as "retentions". "Terminations" were defined as individuals who terminated their enrollment in school or in a training program. Table E shows there were no changes in the percentages of retentions and terminations of ESEA returnees between the 1966-67 and 1967-68 school years. In 1967-68, non-ESEA retentions were 15 percent higher than ESEA retentions.

TABLE E

COMPARISON OF THE DISPOSITION OF ALL RETURNEES

CATEGORY	1966-67 SCHOOL YEAR				1967-68 SCHOOL YEAR			
	ESEA		NON-ESEA		ESEA		NON-ESEA	
	N	%	N	%	N	%	N	%
Retentions:								
Completed the school year	579	45%	19	22%	498	43%	39	46%
Transferred to other educational or training program	232	18%	20	24%	236	20%	27	32%
Total	811	63%	39	46%	734	63%	66	78%
Terminations	481	37%	46	54%	431	37%	19	22%
Table E is based on Form 240E.	N = 1292		N = 85		N = 1165		N = 85	

4.23 Objective: To identify specific strengths and weaknesses of the project.

The assistant supervisors rated the overall effectiveness of the child welfare and attendance component for returnees as effective (3.3 on a 1-4 scale). School staff gave the component's effectiveness a lower rating of 2.8 (Tables J and K, Addendum C). Most of the assistant supervisors reported that responses from teachers of returnees, other school staff, and returnees and their parents were positive. However, those vice principals and registrars who responded with descriptions of the comments and reactions by school staff and returnees concerning the component, reported that over 50 percent of these responses were negative. Only parents of returnees had a higher percentage of positive responses for the component.

Almost half of the strengths cited by assistant supervisors of child welfare and attendance pertained to support and guidance provided by them to returnees, with primary emphasis on individual contact. Next in frequency of comments reported improved relationships established between the assistant supervisor and the returnee and his family. This increased the rapport with returnee and thus helped the assistant supervisor gain detailed knowledge of his pupils. Also mentioned as a strength was the liaison service by assistant supervisors with other agencies collaborating to help returnees. Among the comments were:

> "Tendency to develop better rapport by 'eyeball to eyeball' relationship with parent and returnee at time of area placement."
>
> "The returnee and parents feel that they have someone from the schools to rely on to help with problems."
>
> "Problems can be identified earlier which afford a quicker solution in most cases."
>
> "Assists returnee in understanding his responsibility for academic achievement and social adjustments. Assists in his being programmed more fully in keeping with his academic ability."
>
> "It gives the returnee someone who can assist him when he has a problem, detached from home-school and with his interest at the uppermost."

Almost half the problems or weaknesses listed by assistant supervisors involved difficulties in communication. Difficulties experienced were the following: inability to contact working parents and returnees during school hours; delays in contacting other personnel about returnees; and slowness in obtaining pupil records. Also, other problems developed from what assistant supervisors considered poor attitude or lack of cooperation of school personnel who did not want returnees in their school. A third of the assistant supervisors commented that there was a need to try to reverse opinions of probation officers and parole agents who seemed to think returnees were better off out of school and who dismissed the seriousness of returnee truancy and discipline problems. A major difficulty involved finding a place for returnees in a school program not adapted to their needs.

Also mentioned as a deterrent to keeping the returnees in school was the inability to secure jobs or monetary aid for them. A comment from one assistant supervisor states many of the problems:

> "Almost all of the returnees are educationally retarded, some are EMR (Educable Mentally Retarded), or have severe reading problems. They need special academic and counseling programs that are not provided within the school setup. They generally return from an institution with a sense of progress academically and socially but regress when they return to school because they can't cope with the 'system'. Often they need economic assistance."

Recommendations by assistant supervisors of child welfare and attendance for improving the component were:

- Meet periodically with administrators to discuss, review, and encourage their support of the returnee program.
- Meet with representatives of law enforcement agencies (California Youth Authority, Probation Department, Juvenile Court judges and referees) to coordinate and establish guidelines regarding school attendance and behavior, handling of truancy cases, and better interagency communications.
- Develop "placement" other than regular school to assist the returnee to gain needed skills, community pride, and self-control.
- Reduce case load of assistant supervisors to provide more time to follow-up returnees after re-enrollment.
- Have inservice meetings involving assistant supervisors, probation officers, parole agents, and school personnel to gain better understanding of each person's role to improve attitudes of secondary personnel toward acceptance of returnees.
- Provide for evening home calls so that working parents can be contacted.

4.30 Outcomes

Subject marks improved significantly the first semester of re-enrollment in school, moving from a mean of .95, or a D, to a mean of 1.66, or a C minus.

The number of tardies and absences tended to increase after re-enrolling in school.

Parents indicated they felt pupil attendance and liking for school had improved during the nine months following re-enrollment. Exceptions were for those pupils whose parents listed poor attendance and dislike of school as the returnees' major problems.

Parent ratings of school environment were positive throughout the year, although 55 percent of the comments obtained from half of the parents were negative about this.

Ninety-six percent of assistant supervisors' agency contacts were with California Youth Authority (Parole Agents) and Los Angeles County Probation Department (Probation Officers).

Ratings and comments by assistant supervisors indicated they felt their activities were effective in improving both daily attendance and the emotional and social stability of pupils.

School staff ratings of the component based on a 1-4 scale (Ineffective to Very Effective) were: overall effectiveness, 2.8; improving daily attendance 2.6; and improving emotional and social stability, 2.3

ESEA retentions of 63 percent remained the same for two consecutive years, with a two percent decrease of returnees completing the 1967-68 school year.

5.00 CONCLUSIONS

Returnee report card data for achievement and citizenship, after showing a marked improvement in achievement during the first semester, changed significantly in a negative direction by the end of the school year.

Ratings by parents, administrators, and assistant supervisors indicated some effectiveness of the component, although effectiveness was qualified with many conditions and exceptions.

The percent of ESEA returnees retained in school or in another educational or training program remained constant for two years.

School personnel were notably less supportive of the component's effectiveness than were CWA participants.

Appropriate class and school placement of returnees is both an organizational and instructional problem.

The inconsistency between parents' ratings and comments on school environment may indicate a communication problem.

6.00 RECOMMENDATIONS

Reduce the case load of returnees assigned to each assistant supervisor of child welfare and attendance to allow more follow-up of returnees after their enrollment in school.

Adjust schedules of assistant supervisors so that evening home calls can be made to contact working parents and pupils unavailable during school hours.

Provide meetings or workshops for personnel at schools with large numbers of returnees to increase their effectiveness in dealing with returnees.

Develop guidelines and procedures with all school, agency, and judicial personnel responsible for returnees to deal with school attendance, acceptable behavior, and better communication.

Develop, through the counseling staff, methods and programs to provide special academic assistance for returnees.

Screen returnees for possibility of placement in regional occupational center (ROC) programs or develop programs paralleling ROC in cooperation with the Adult Education Division.

ESEA Auxiliary Services Design #240

COMPONENT: Child Welfare and Attendance - Returnees

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the children's average daily attendance	Changes in attendance record	Returnee Follow-up (32.80)	Compare with previous school data
To improve the children's emotional and social stability and/or that of their families	Changes in subject marks, citizenship marks, and attendance record	Returnee Follow-up (32.80)	Compare with previous school data
	Parent ratings of pupil adjustment to school	Parent Reaction Form - Pre (240A) Parent Reaction Form - Post (240B)	Pre assessment in November and post assessment in May/June
	Retention rate	Returnee Tally (240E)	Number of pupils who completed the semester and a record of agency contacts and referrals made by assistant supervisor of Child Welfare and Attendance
To identify specific strengths and weaknesses of the project	Ratings	CWA Personnel Reaction Form (240C)	Project coordinator, supervisors, and assistant supervisors
		School Staff Reaction Form (240D)	Vice principals and registrars

PROJECT NAME CWA - Returnees Code 240

Beginning date September 11, 1967 Ending date August 30, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6	13	
7	38	
8	120	
9	312	
10	550	
11	382	
12	115	
Ungraded		
TOTAL	1530	

NUMBER OF ADULT PARTICIPANTS

School Personnel	13
Parents	0
Community Personnel	0

PROJECT COST $ 217,633.00

TABLE F

AGENCIES CONTACTED FOR RETURNEES

AGENCY	FREQUENCY
Probation Department or California Youth Authority	924
Neighborhood Youth Corps	8
Youth Opportunities Center	7
Job Corps	2
STEP	2
Department of Public Social Service	2
Operation School Bells	2
Miscellaneous (one tally for each agency listed)	11
Total	958

Table F is based on Form 32.80.

TABLE G

REASONS FOR RETURNEE REFERRALS TO AGENCIES

REASONS FOR REFERRALS	FREQUENCY
Assist in getting a job	20
Obtain enrollment information for training programs	5
Secure clothing	4
Provide counseling	2
Secure tutoring in reading	1
Unknown	4
Total	36

Table G is based on Form 32.80.

TABLE H

RANK ORDER OF IMPORTANT ACTIVITIES CITED BY CHILD WELFARE AND ATTENDANCE PERSONNEL

RANK*	IMPORTANT ACTIVITIES
1	Counseling of returnees who have recurring problems
2	Contacting agencies (mainly Probation Department and California Youth Authority)
3	Counseling of returnees who do not indicate any major problems
4	Conferences with school staff
5	Conferences with parents, foster parents, and guardians concerning problems of returnees
6	Helping returnees with enrollment and class problems
7	Recording of cases

Table H is based on Form 240C. N = 10

*Weighted score - first choice = 5, second choice = 4, third choice = 3, fourth choice = 2, and fifth choice = 1.

TABLE I

RANK ORDER OF ACTIVITIES REQUIRING GREATEST PORTION OF CWA DAY

RANK*	ACTIVITIES
1	Counseling of returnees who have recurring problems
2	Contacting agencies (mainly Probation Department and California Youth Authority)
3	Counseling of returnees who do not indicate any major problems
4	Conferences with school staff
5.5	Recording of cases
5.5	Conferences with parents, foster parents, and guardians concerning problem of returnees
7	Helping returnees with enrollment and class schedules

Table I is based on Form 240C. N = 10

*Weighted score - 50-100% = 5, 25-49% = 4, 15-24% = 3, 10-14% = 2, 1-9% = 1.

TABLE J

RATINGS BY CWA ASSISTANT SUPERVISORS ABOUT THE EFFECTIVENESS OF THE COMPONENT

ITEM	FREQUENCY Ineffective 1	2	Very Effective 3	4	MEDIAN
2. How would you rate the overall effectiveness of the Child Welfare and Attendance component for returnees?	0	0	6	4	3.3
In the CWA Returnees program, how effective were the activities listed in 1(a) - 1(f) ("activities that occupied greatest portion of your time" and "... designate the order of importance") in fulfilling the following objectives:					
3. Improving the returnees' average daily attendance	0	1	7	2	3.1
4. Improving the returnees' emotional and social stability	0	1	5	4	3.3

Table J is based on Form 240C.

N = 10

Addendum C

TABLE K

RATINGS BY SCHOOL STAFF OF THE COMPONENT

ITEM	FREQUENCY Ineffective 1	 2	 Very 3	 Effective 4	MEDIAN
1. Please rate the overall effectiveness of the Child Welfare and Attendance component for returnees.	8	17	28	14	2.8
Rate the effectiveness of the services provided by CWA project personnel assigned to returnee pupils in your school related to:					
2. Improving attendance of returnees.	11	20	26	11	2.6
3. Improving the emotional and social stability of returnees.	12	26	22	7	2.3

Table K is based on Form 240D. N = 81

CHILD WELFARE AND ATTENDANCE - ELEMENTARY SERVICES

Auxiliary Services Division

1.00 DESCRIPTION

Child Welfare and Attendance personnel continued to provide supportive services to Elementary ESEA Language Arts components. Time equivalent to 12 full-time positions was distributed among 29 assistant supervisors of child welfare and attendance. Each devoted approximately one day per week to each of the component schools during the fall semester. Time equivalent to 13 full-time positions was distributed among 36 assistant supervisors of attendance during the spring semester. They assisted pupils and their siblings who exhibited problems of poor attendance, unsatisfactory behavior, or other symptoms of maladjustment in school. Services were also provided to those pupils who were referred because of deprivation, abuse, or neglect. An assistant director of child welfare was the component coordinator.

2.00 OBJECTIVES

-To improve the children's average daily attendance

-To reduce the rate and severity of disciplinary problems

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 and served 60 elementary schools.

3.20 Pupils

The services provided by the additional assistant supervisors of child welfare and attendance were essentially directed toward the more than 17,342 elementary-grade pupils involved in this component.

3.40 Activities

3.41 Staff Activities

Inservice education was provided for area supervisors and assistant supervisors of child welfare and attendance through a series of regular staff meetings held throughout the school year. The assistant supervisors of child welfare and attendance worked with parents to develop cooperative attitudes toward the schools, served as resource persons to school administrators and staff, and provided referral services for both pupils and parents to agencies and other community resources.

3.42 Pupil Activities

Intensive guidance to improve pupil behavior and school attendance was provided by specially-trained and experienced assistant supervisors of child welfare and attendance.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: school adjustment marks, attendance, ratings by component personnel and elementary school administrators concerning the overall effectiveness of the component, and ratings by parents concerning the adjustment of pupils to school.

The following instruments were employed to collect information on the variables:

-Forms 241A and 241F, Pupil Information Form

-Forms 241B (pre) and 241C (post), Parent Reaction Form

-Form 241D, CWA Personnel Reaction Form

-Form 241E, Administrator's Reaction Form

4.20 Attainment of Objectives

4.21 Objective: To improve the children's average daily attendance.

4.22 Objective: To reduce the rate and severity of disciplinary problems.

During the third school month of the fall semester 1967, a sample of 197 pupils from 60 elementary schools was chosen. These pupils had been referred to assistant supervisors of child welfare and attendance (CWA) because of unsatisfactory behavior or poor attendance.

Table A shows the means of school adjustment marks, absences, and tardies both for the year prior to the pupil referral and the year of the pupil referral. Observations of the means for these four semesters showed fluctuations but no definite trends.

TABLE A

MEANS OF PUPIL SCHOOL ADJUSTMENT MARKS AND ATTENDANCE

ITEM	SEMESTERS							
	FALL 1966		SPRING 1967		FALL 1967		SPRING 1968	
	N	Mean	N	Mean	N	Mean	N	Mean
1. Progress in School Adjustment (Effort, Work Habits, and Citizenship) (GPA)	82	1.95	84	2.02	102	1.87	101	2.02
2. Absences (Days)	82	12.38	89	14.34	105	13.08	105	13.76
3. Tardies (Times)	82	3.61	86	4.06	100	4.74	100	4.73

Table A is based on Forms 241A and 241F.
Progress in School Adjustment mean is based on: A=4, B=3, C=2, D=1, F=0

Assistant supervisors of child welfare and attendance interviewed the parents of the pupils in the sample. The first interview was held during the fall semester after the pupil had been enrolled in school for four months. The second interview took place during the spring semester after the pupil had been enrolled for approximately nine months. Parents were asked to rate (on a 1-4 scale) pupil adjustment to school in terms of pupil attendance and liking for school, the school staff and some of the services provided by the school.

Table B reveals that ratings by parents indicated they felt pupil attendance was "Good" after four months in school and between "About the same" and "A little better" after nine months. Also, parents' ratings showed that at first pupils had a "Good" liking for school and later liked school "A little more". Ratings by parents reflected positive attitudes toward the school and its services and revealed little or no change between the fall and spring semesters.

TABLE B

RESPONSES BY PARENTS OF ELEMENTARY PUPILS REFERRED TO CHILD WELFARE AND ATTENDANCE

ITEM	FREQUENCY								MEDIAN	
	PRE				POST					
	Poor 1	2	3	Very Good 4	Not As Good 1	2	3	Much Better 4	Pre	Post
1. How has your child's attendance been at school this year?	7	18	28	33	15	22	29	21	3.1	2.7
	Poor			Very Good	Not As Much			Much More		
2. How does your child seem to like school this school year?	6	20	31	29	7	10	38	32	3.0	3.2
	Very Poor			Very Good	Very Poor			Very Good		
4. Your child's school is	0	7	44	34	2	5	47	33	3.3	3.3
5. The teachers in your child's school are	1	2	48	32	0	2	44	41	3.3	3.4
6. The counselor in your child's school is	0	2	28	17	1	1	23	25	3.3	3.5
7. The other pupils in your child's school are	1	2	67	11	1	11	58	13	3.1	3.0
8. The help your child gets at school is	0	5	45	35	0	7	41	39	3.3	3.4

Table B is based on Forms 241B and 241C. N = 87

Pre - after four months in school
Post - after nine months in school

Forty-six (78 percent) of the elementary school administrators whose schools qualified for additional child welfare and attendance time rated the component. Table C, Addendum C, shows that the rating of the services for improving attendance was effective, with a median of 3.6. The rating of the services to reduce the rate and severity of disciplinary problems was close to effective, with a median of 2.9.

Assistant supervisors of child welfare and attendance ranked the three most important activities as follows: 1) Attendance accounting (routine checking of pupils absent from school more than three days), 2) Counseling of pupils,

3) Conferences with school staff (Table E, Addendum C). Also these three activites occupied the greatest portion of child welfare and attendance time, although not in the same order. Ratings by the assistant supervisors indicated that these most important and time-consuming activities were effective in improving attendance and reducing the rate and severity of disciplinary problems of pupils (Tables D, and F, Addendum C).

Most administrator and assistant supervisor responses supported the ratings given for the services to improve attendance. Assistant supervisors indicated that their interpretation of the school program to parents brought about better understanding between parents and school, thus improving parents' efforts to send pupils to school. Negative responses involved lack of time to perform needed services and inability to change attitudes of some parents. In addition, responses indicated that contacts and counseling helped to reduce tensions and to increase the cooperation of parents and pupils, and thus reduce the rate and severity of some disciplinary problems. Negative responses suggested that counseling and/or time for follow-up was not adequate.

Parents were asked during the two interviews to discuss any special services given to their children during the 1967-68 school year. During the fall semester, 43 parents indicated their children had received special services and 38 indicated that they had not. However, during the spring semester, 57 parents said that their children had received special services and 30 said theirs had not. More than a third of the special services mentioned were through special classes, particularly in reading, English, and special training. Other special services mentioned were school-parent contacts, mostly conferences at school, and calls to or at the home. A large part of this contact was through assistant supervisors of child welfare and attendance. Other services referred to were: personal help through tutoring and counseling; welfare services such as provision of glasses, clothing, and shoes; and special-interest activities such as field trips.

Parents rated the school situation as "Good" during their first interview. However, when given the opportunity to comment, the negative statements exceeded those supporting the good rating by two to one. Comments from the second interview were about evenly divided between positive and negative. Generally regarded as strengths in the schools during both interviews were staff performances. Comments about the weaknesses included lack of enough special learning experiences and various general complaints about the school situation.

4.23 Objective: To identify specific strengths and weaknesses of the component.

Assistant supervisors and administrators (Tables C and D, Addendum C) gave an overall rating of effective to the component. Administrators and assistant supervisors reported as generally positive the comments, opinions, and reactions from teachers of referred pupils from other school staff, and from parents concerning the child welfare and attendance supportive services. Open-end responses by assistant supervisors reported that school personnel were particularly enthusiastic about the extra in-depth service, improved attendance of pupils, and transportation of parents and children in emergencies. Parents particularly liked working with a liaison person and valued the follow-up that tended to minimize a pupil's problems. Where the school staff members qualified their approval of the component, it was because they misunderstood the program, had had a bad experience, or felt the assistant supervisors needed help with pupils with long-range problems. Assistant supervisors found it difficult to communicate with a few parents, and found a few parents who seemed to resent CWA contacts.

Assistant supervisors viewed the special relationship they could establish and the additional time they had to spend with their contacts as the greatest strengths of the component. Additional categories of response cited strengths of the component:

- Friendly, supportive school contact with home and parent
- Early recognition and prompt handling of problems
- Involvement of school staff and parents through provision and interpretation of information about the pupil and his home
- Background and flexibility of assistant supervisors and their willingness to follow through with assignments.
- Liaison with community agencies
- Cohesiveness among school personnel

Responses from administrators indicating strengths of the component are categorized below:

- Dedication, proficiency, and versatility in serving needs of pupils and parents
- Relief of school staff from routine attendance problems and support in dealing with pupil problems
- Knowledge of and coordination with community resources
- Harmony and skill of assistant supervisors in developing working relationships and liaison with school, home, and community
- Consistency and promptness of performance of assistant supervisors
- Utilization of the provision of additional time

The primary limitations or weaknesses of the CWA services described by administrators were the unrealistic work load (too many schools to serve) and the varying quality of personnel. Additional weaknesses mentioned were: handicap of communication with non-English-speaking pupils and parents, transiency of pupils, and changeover in assistant supervisors assigned to school. Administrator responses to whether there were additional services that CWA should provide ranged from "The assistant supervisor already had more than enough to do" through asking for increases in counseling and general availability.

Categories of weaknesses or problems encountered by assistant supervisors were:

- -Lack of time to handle job adequately
- -Misunderstanding or misapplication by the school staff of the assistant supervisor's role
- -Poor liaison and communication among school staff, community, and CWA
- -Inaccurate pupil-attendance recording by school
- -Lack of adequate facilities for CWA within each school
- -Finding possible new solutions for today's problems, and then finding resistance to these new approaches by school personnel
- -Lack of control over nonsupportive home conditions and attitudes

Categories of recommendations made by CWA and school administrators were:

Assistant Supervisors

- -Allow more time to perform duties in the activity areas of greatest need
- -Help school staff develop better understanding of CWA role
- -Improve communication and coordination among CWA, pupils, and school staff
- -Provide CWA desk space at each school
- -Provide community aides to assist CWA

Administrators

- -Increase CWA time at each school resulting in greater service to pupils
- -Expand qualifications and operations of assistant supervisors to get them closer to the grass roots people in the community
- -Develop better methods of contact and mutual understanding between CWA and school staff
- -Tighten follow through of CWA with parents concerning home situations
- -Establish direct responsiblity of CWA to principal and provide separate office in school for CWA

4.30 Outcomes

Neither positive nor negative trends were evident in the means of "progress in school adjustment marks" and "attendance" for pupils in comparing the sample the year prior to referral to CWA with the year of referral.

Ratings by parents after the ninth month of school indicated they felt pupil attendance and liking for school were better.

Parent attitudes toward school and its services remained positive throughout the 1967-68 school year. During the spring semester, more parents were aware of special services given to their children than were parents during the fall semester.

Ratings and comments by administrators and assistant supervisors were in agreement that services by CWA improved daily attendance and decreased the rate and severity of disciplinary problems.

5.00 CONCLUSIONS

Parents, school staff, administrators, and assistant supervisors approved of the child welfare and attendance services and indicated that these services improved daily attendance and reduced the rate and severity of disciplinary problems of pupils.

Comparison of the means of pupil progress in school adjustment marks and attendance proved inconclusive.

6.00 RECOMMENDATIONS

Reduce the number of schools assigned to each assistant supervisor of child welfare and attendance.

Strengthen methods of contact, communication, and coordination among pupils, parents, school staff, and assistant supervisors.

Provide more complete explanations of child welfare and attendance role to school staffs and administrators.

Provide continuity of service to schools and community by reassigning the same assistant supervisor whenever feasible.

Provide a permanent space for the assistant supervisor in each school.

Experiment with the use of community aides to work under the supervision of child welfare and attendance supervisors.

ESEA Auxiliary Services Design #241

COMPONENT: Child Welfare and Attendance - Elementary Services

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the children's average daily attendance	Changes in attendance record	Pupil Information Form (241A) Pupil Information Form (241F)	Sample group of pupils drawn from third month CWA referral forms from 60 component schools Compare present data with previous attendance data
To reduce the rate and severity of disciplinary problems	Changes in citizenship marks	Pupil Information Form (241A) Pupil Information Form (241F)	Compare marks with previous data
	Parent ratings of pupil adjustment to school	Parent Reaction Form - Pre (241B) Parent Reaction Form - Post 241C)	Pre and post assessments by parents
		CWA Personnel Reaction Form (241D)	Post assessment by CWA assistant supervisor
To identify specific strengths and weaknesses of the project	Ratings	CWA Personnel Reaction Form (241D) Administrator's Reaction Form (241E)	

PROJECT NAME CWA Services - Elementary **Code** 241

Beginning date September 11, 1967 **Ending date** June 14, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K	2,551	
1	2,812	
2	2,551	
3	2,359	
4	2,384	
5	2,360	
6	2,325	
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL	17,342	

NUMBER OF ADULT PARTICIPANTS

School Personnel	37
Parents	0
Community Personnel	0

PROJECT COST $ 176,741.00

TABLE C

RATINGS BY ADMINISTRATORS ABOUT THE EFFECTIVENESS OF THE CHILD WELFARE AND ATTENDANCE - ELEMENTARY COMPONENT

ITEM	FREQUENCY Ineffective 1	 2	 Very Effective 3	 4	MEDIAN
1. Please rate the overall effectiveness of the services provided by Child Welfare and Attendance assistant supervisors for the pupils in your school.	0	8	12	26	3.6
Rate the effectiveness of the services provided for the pupils who were referred to CWA assistant supervisors in relation to:					
2. Improving their attendance at school.	0	7	18	21	3.4
3. Reducing the rate and severity of their disciplinary problems.	1	17	9	16	2.9

N = 46

Table C is based on Form 241E.

ADDENDUM C

TABLE D

RATINGS BY ASSISTANT SUPERVISORS ABOUT THE EFFECTIVENESS OF THE COMPONENT

ITEM	FREQUENCY Ineffective 1	2	3	Very Effective 4	MEDIAN
2. How would you rate the overall effectiveness of the Child Welfare and Attendance Component as it functioned this school year in relation to augmented ESEA time assignments?	1	2	14	13	3.4
In the CWA-Elementary program, how effective were the activities listed in 1(a) - 1(f) ("activities that occupied greatest portion of your time" and " ... designate the order of importance") in fulfilling the following objectives:					
3. Improving the average daily attendance of elementary school children?	2	1	16	11	3.3
4. Reducing the rate and severity of disciplinary problems of elementary school children?	1	8	14	7	2.9

Table D is based on Form 241D. N = 30

TABLE E

RANK ORDER OF IMPORTANT ACTIVITIES CITED BY CHILD WELFARE AND ATTENDANCE PERSONNEL

RANK*	IMPORTANT ACTIVITIES
1	Attendance accounting (routine checks of pupils absent from school more than three days)
2	Pupil counseling concerning unsatisfactory attendance and behavior
3	Staff conferences to give assistance and provide feedback concerning pupils
4	Home visits
5	Parent conferences to encourage improved pupil behavior, attendance, and home conditions
6	Case work (reviewing pupil records and recording information)
7	Contacts with community agencies
8.5	Making referrals to aid pupils
8.5	Telephoning parents concerning pupil attendance, behavior, and welfare

Table E is based on Form 241D. N = 30

*Weighted score - first choice = 5, second choice = 4, third choice = 3, fourth choice = 2, and fifth choice = 1.

TABLE F

RANK ORDER OF ACTIVITIES REQUIRING GREATEST PORTION OF DAY

RANK*	ACTIVITIES
1	Counseling pupils concerning unsatisfactory attendance and behavior
2	Conferences with school staff to provide assistance and feedback
3	Attendance accounting (routine checks of pupils absent from school more than three days)
4	Home visits
5	Conferences with parents to encourage improved pupil behavior, attendance, and home conditions
6	Contacts with community agencies
7	Case work (reviewing pupil records and recording information)
8	Telephoning parents concerning pupil attendance, behavior, and welfare

Table F is based on Form 241D. N = 30

*Weighted score - 50-100% = 5, 25-49% = 4, 15-24% = 3, 10-14% = 2, and 1-9% = 1.

OFFICE OF URBAN AFFAIRS

SCHOOL-COMMUNITY RELATIONS PROGRAM

Office of Urban Affairs

1.00 DESCRIPTION

The School-Community Relations Program (S-CRP), now in its third year, is a sensitizing field operation which provides liaison services between school and home and community to increase understanding and to resolve school-community problems. Four teams, each staffed with a specialist and four or five consultants, were assigned to specific geographic locations within target areas. Team members were quartered on either administrative or non-school sites within the community served. Three central office consultants provided other specialized services, one in the area of communication, one in dissemination of Title I information, and one in guidance for inservice training activities. Administrative direction for the component was provided by a director, while each of two supervisors gave leadership to two teams. Director and supervisors were housed in the central administrative offices.

2.00 OBJECTIVES

-To improve home-school communication

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 1, 1967 through August 31, 1968. There were 247 public schools and 125 nonpublic schools in the areas served by the consultants.

3.20 Pupils

Public and nonpublic school pupils within the component areas benefited directly and indirectly from the services offered by the teams of School-Community Relations Consultants (S-CRCs).

3.40 Activities

3.41 Staff Activities

Activities included individual assistance to parents in attempting to solve school-related problems; feedback to school personnel regarding community and/or pupil problems; identification and interpretation of cultural backgrounds of the community to school personnel; organization of parent and neighborhood groups to improve school-community communication; securing of teacher aides for tutorial programs; service on advisory committees concerned with community activities; orientation, field training, guidance, and follow-up inservice for new consultants.

3.42 Pupil Activities

Approximately 1200 pupils from twenty junior and twelve senior high schools participated in youth career conferences that were conducted at the University of California at Los Angeles and at four colleges of the Los Angeles City Junior College District. More than fifty parents took part in these conferences as did interested pupils from nonpublic schools.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: ratings by administrators and community contacts, tabulation of services as recorded in the weekly logs of the School-Community Relations Consultants, ratings of inservice education, and ratings of component effectiveness.

The following instruments were designed to collect information on the variables:

-Form 280A, Questionnaire for School Personnel

-Form 280B, Weekly Log

-Form 280C, Questionnaire for Community Contacts

-Form 280D, Project Personnel Reaction Form

-Form 280E, Evaluation of Inservice

4.20 Attainment of Objectives

4.21 Objective: To improve home-school communication.

Questionnaires were submitted to 270 public school administrators in areas served by the S-CRP and included principals, the ESEA administrator, central office and area superintendents, and members of the Superintendent's Special Task Forces. The 188 responses represented a return of 70 percent from elementary principals, 77 percent from secondary principals, and 45 percent from other administrators. All respondents did not complete all items of the questionnaire.

The respondents indicated an average of 3.3 semesters of contact with the program. During the 1967-68 reporting year, frequency of contacts with consultants was rated as "Adequate" (a median of 2.8 on a 1-4 scale).

Sixty-four percent of the administrators responding rated the program as having increasing value to their schools. Fifty percent of the secondary, 67 percent of the elementary, and 54 percent of other administrators indicated that the consultant contributed information or services that were useful in decisions concerning school-community relations.

A comparison of ratings by administrators over a two-year period (1966-68) is made in Table A. Slight increases (not statistically significant) were indicated in the extent of knowledge of the program by elementary and secondary principals. No significant changes were indicated in the ratings of overall effectiveness of S-CRP.

TABLE A

PRINCIPAL RATINGS -- 1966-67 AND 1967-68

ITEM	GROUP	MEDIAN 1966-67	MEDIAN 1967-68
How would you describe the extent of your knowledge of the purposes and functions of the School-Community Relations Program?	Elem.	3.0	3.2
	Sec.	2.9	3.2
	Other	3.4	3.2
	Total	3.0	3.2
How would you rate the overall effectiveness of the School-Community Relations Program?	Elem.	2.9	2.8
	Sec.	2.3	2.4
	Other	3.2	2.6
	Total	2.7	2.7

	1966-67	1967-68
Table A is based on 1966-67 data and Form 280A.	Elem. -95	Elem. - 123
	Sec. - 51	Sec. - 52
	Other - 11	Other - 13

Medians are based on a scale of 1 (low) to 4 (high).

Comparison of ratings by elementary and secondary principals for items related to S-CRP (items 6-8), and the effectiveness of the consultant (items 9-13) is shown in Table B. Elementary principals rated all items higher than did secondary principals. Median ratings of the effectiveness of the consultants were significantly higher for elementary principals than for secondary principals on 4 of 5 items (9, 11, 12, and 13). Secondary principals rated the consultants as ineffective in 4 of the 5 items (9, 11, 12, 13).

TABLE B

COMPARISON OF ELEMENTARY AND SECONDARY PRINCIPALS' RATINGS

ITEM		FREQUENCY Strongly Disagree 1	2	3	Strongly Agree 4	MEDIAN
The School-Community Relations Program:						
6. Increases community confidence in the schools.	E	11	21	59	19	2.9
	S	10	9	23	3	2.7
7. Facilitates contact with parents who have difficulty communicating directly with schools.	E	10	19	54	21	2.9
	S	7	8	29	6	2.8
8. Provides a resource for developing an inservice program on school-community relations for school staff.	E	12	13	68	18	3.0
	S	9	12	21	5	2.6
		Very Ineffective 1	2	3	Very Effective 4	
Rate the Effectiveness of the School-Community Relations Consultant:						
9. In interpreting his role and purpose to the school.	E	7	27	47	29	3.0*
	S	7	20	17	4	2.4
10. In his knowledge of the community and sensitivity to community concerns.	E	7	17	43	37	3.2
	S	4	16	18	8	2.7
11. In his objectivity in representing both school and community.	E	11	21	38	31	3.0*
	S	10	15	17	5	2.4
12. In encouraging community members to increase their participation in the extension of educational programs (i.e., tutorial, volunteer, community study, etc.)	E	15	28	33	20	2.7*
	S	9	19	14	1	2.2
13. In assisting schools to cope with community grievances.	E	15	19	44	20	2.8*
	S	11	15	17	2	2.3

Table B is based on Form 280A.

E-Elementary = 123   S-Secondary = 52
*Sig. at .05

Additional comparisons of ratings by principals for the two-year period are shown in Table L, Addendum C. Median ratings were identical or nearly so in 6 of the 8 items. Medians of principals' ratings indicated two changes: (1) an increase of .3 in "the program provides a resource for developing an inservice program on school-community relations for school staff"; and (2) a decrease of .3 in the effectiveness of the consultant in "encouraging community members to increase their participation in the extension of educational programs . . .".

Community reactions to the component were obtained by a sampling procedure comparable to the method used in the 1966-67 school year. Questionnaires were mailed to 526 individuals representing three general classifications: (A) 270 persons whose names appeared in the consultants' weekly logs during a specified two-week period, (B) 119 community members referred by individuals of group A as having knowledge of the program and/or as having received services from the component, and (C) 137 who were identified as representatives of community organizations. Names for the third group were obtained from a list of community organizations secured from the Los Angeles County Human Relations Commission.

Of the 188 responses (36 percent), 143 (76 percent) were returned by the combined groups A and B, and 45 (24 percent) were returned by organization representatives. Table C compares ratings by community respondents for the past 2 years. Both samplings indicated identical median ratings for the extent of knowledge of the program. In rating the overall value of the program, both median ratings of 3.8 and 3.6, respectively, are within the "great value" range of the 1-4 scale and are not significantly different.

TABLE C

RATINGS BY COMMUNITY CONTACTS -- 1966-67 AND 1967-68

ITEM	MEDIAN	
	1966-67	1967-68
How much do you think you know about the School-Community Relations Program?	3.1	3.1
How would you rate the overall value of the program?	3.8	3.6
	N = 186	N = 188

Table C is based on 1966-67 data and Form 280C.

Medians are based on a scale of 1 (low) to 4 (high).

Table D compares like items rated in 1966-67 and 1967-68. Although all median responses remained high (medians above 3.0 on a four-point scale), they all represent lower ratings than those attained in 1967. For item 9, "Understands the community and its problems", and item 10, "Deals with both school and community concerns fairly", ratings were significantly lower in 1968 than for the same items the previous year. Differences in the ratings of other items were not statistically significant.

TABLE D

RATINGS BY COMMUNITY CONTACTS -- 1966-67 AND 1967-68

ITEM	1966-67 FREQUENCY Strongly Disagree 1	2	3	Strongly Agree 4	MEDIAN	1967-68 FREQUENCY Strongly Disagree 1	2	3	Strongly Agree 4	MEDIAN
The School-Community Relations Program:										
3. Lets parents have a way of telling their feelings about schools	6	11	72	83	3.5	4	7	86	77	3.4
4. Makes it easier for parents to talk to school people	8	14	63	90	3.5	4	16	86	69	3.3
5. Helps people of the community to have more trust in the schools	9	17	72	77	3.4	4	21	80	68	3.3
Do you think the School-Community Relations Consultant:										
6. Helps community persons to take part in school programs (mother-daughter, father-son, carnivals, PTA, etc.)?	13	14	74	70	3.3	6	34	72	54	3.1
7. Helps parents learn more about schools?	10	8	67	92	3.5	4	18	85	65	3.3
8. Is available to help with problems between schools and community?	6	8	67	87	3.5	6	9	78	81	3.4
9. Understands the community and its problems?	11	8	56	89	3.6	4	18	78	63	3.3*
10. Deals with both school and community concerns fairly?	13	10	62	81	3.5	9	24	75	51	3.1*
Table D is based on 1966-67 data and Form 280C.					N = 186					N = 188

*Significant at .05

The S-CR Consultants maintained weekly logs of their activities for the duration of the project. Tables E, F, and G show a tabulation of the activities categorized by type, purpose served, and groups contacted. In addition, comparisons are made with like data for the 1966-67 school year. (Comparable tabulations for the summer of 1968 are shown in Tables M, N, and O of Addendum C).

Activities were classified into three types: a) communication services: contact with community organizations; feedback to administrators and staff; and interpretations of school-community concerns to faculty, PTA, and other community groups and organizations; b) inservice education: implementation of workshops for teachers and community groups on school-community relations problems; and c) special assignments: relief of tensions between school and community; recognition of developing problems; deal with emergency situations as they arise; and other similar duties as assigned by District personnel.

Table E indicates that communication services continued to be the predominant type of activity and changed 12 percent in frequency over the previous year. The logs further show that 101,100 persons were contacted by the consultants in individual, small group, or large group sessions. Contacts with nonpublic schools were markedly reduced.

TABLE E

CATEGORIES OF CONSULTANT ACTIVITIES

CATEGORY	1966-67		1967-68		
	Frequency	Percent	Frequency	Percent	Persons Contacted
Communication Services	4269	54%	5602	66%	63,258
Inservice Education	630	8%	404	4.5%	5,527
Special Assignments	2869	36%	2482	29%	31,961
Nonpublic Schools	171	2%	46	0.5%	354
Total	7939	100%	8534	100%	101,100*

Table E is based on Form 280B.

*Duplicated count

Purposes served by the contacts were for the most part identical over the two-year period (Table F). There was a four percent change in service as resource persons, while activities related to the organization of community groups (item J) decreased in frequency.

TABLE F

PURPOSE SERVED BY CONSULTANT ACTIVITY

ITEM	1966-67		1967-68	
	Frequency	Percent	Frequency	Percent
A. Initial Contact	553	7%	502	6%
B. Present a Scheduled Speech	155	2%	179	2%
C. Resource Person	1659	21%	2113	25%
D. Inservice	291	4%	319	4%
E. Publicity	171	2%	149	2%
F. Problem-solving	1230	15%	1299	15%
G. Feedback Information	1111	14%	1187	14%
H. Secure Information	1166	15%	1289	15%
I. Staff Meeting	483	6%	568	6%
J. Group Organization	450	6%	265	3%
K. Other	670	8%	664	8%
Total	7939	100%	8534	100%

Table F is based on Form 280B.

Tabulations of the groups contacted by consultants are listed in Table G. During the 1967-68 school year, contacts with school personnel increased as shown when items 1-3 are combined. There was a slight increase in frequency of communications with School-Sponsored Groups (item 10). Decreases occurred in contacts with "Community Groups - Non-School Oriented", meetings with "individuals", and "News Media". (Items 6, 8, and 9).

TABLE G

CONSULTANT GROUP CONTACTS

ITEM	1966-67		1967-68	
	Frequency	Percent	Frequency	Percent
1. School Administrator	1374	17%	1922	22%
2. School Staff	726	9%	753	9%
3. Secondary and Elementary Administrative Area Staff	280	4%	251	3%
4. Urban Affairs	1080	14%	1336	16%
5. Community Groups: School Oriented	600	8%	724	8%
6. Community Groups: Non-School Oriented	899	11%	555	7%
7. Social and Welfare Agencies	493	6%	492	6%
8. News Media	68	1%	32	0.3%
9. Individuals	1569	20%	1392	16%
10. School-sponsored Groups	262	3%	399	4.7%
11. Other	588	7%	678	8%
Total	7939	100%	8534	100%

Table G is based on Form 280B.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Comments submitted by 140 administrators concerning the most important contributions of S-CRP were grouped into the general categories shown in Table H. Two-thirds of the responses point to favorable contributions with "Provides an available resource consultant" and "Provides a communication bridge for the school with home and community" indicated most frequently. Approximately 24 and 33 percent of the elementary and secondary principals, respectively, reported negative or disruptive effects resulting from the component. Among superintendents, three indicated that active contributions had been made in maintaining contact with militant segments of the community.

TABLE H

CATEGORIZED ADMINISTRATIVE COMMENTS CONCERNING CONTRIBUTIONS OF THE COMPONENT

CATEGORY	FREQUENCY			TOTAL
	Elem.	Sec.	Supt.	
Favorable				
Provides an available resource consultant	33	9	3	45
Provides a communication bridge for the school with home and community	22	14	5	41
Encourages parent group organization	7	0	0	7
Provides a particularly strong consultant	5	0	0	5
Unfavorable				
Few or none observed	18	11	0	29
Disruptive program	4	1	2	7
Unclassified				
Service limited to special groups	1	0	3	4
Unrelated	3	1	0	4
TOTAL	93	36	13	142

Table H is based on Form 280A. N=140

Illustrative quotes on which Table H was based include:

FAVORABLE

"The program has been very effective in providing liaison with the community, school, and area office."

"Increasing dialogue between school and community."

"School-community harmony considerably improved over previous year."

"Assist in interpreting feelings of elements of the community to the principal."

"A continuity of school-community relationships which would be otherwise impossible."

"Helping the school understand other details of community-group sentiments and opinions."

"Keeping school alerted to problems - listening to school's problems too."

UNFAVORABLE

"Extremely disruptive."

"Unaware of tangible contributions."

"No significant contributions this semester."

UNCLASSIFIED

"Have maintained good contact with 'militants.' Do a good job of representing this extreme end of spectrum of community feelings."

Recommendations for improving the effectiveness of the program were submitted by 126 administrators (Table I). Approximately three-fourths of all recommendations involved working within the existing philosophy and organization of the program. However, calling for reorganization or elimination of the program were a majority of the responding superintendents (6 of 11) as contrasted with 8 of 36 secondary principals and 11 of 79 elementary principals. Of the recommendations for working within the existing program, most respondents (59 of 92) suggested improvement in personnel effectiveness.

TABLE I

CATEGORIZED RECOMMENDATIONS OF ADMINISTRATORS

CATEGORY	FREQUENCY Elem.	Sec.	Supt.	TOTAL
I. Strengthen or modify existing program				
A. Improve personnel effectiveness by				
1. Narrowing and stabilizing assignments of consultants	22	8	1	31
2. Selecting personnel of knowledge, experience, loyalty to schools, and ethnic appropriateness	14	11	3	28
B. Increase consultant's liaison function with school administrators and staffs	21	3	0	24
C. Systematize principal-consultant working relationship	7	1	1	9
II. Change the program radically				
A. Reorient program to serve school primarily	6	6	2	14
B. Restructure program to meet stated objectives	3	0	2	5
III. Abolish the program	2	2	2	6
IV. Continue existing program	3	4	0	7
V. Other	1	1	0	2
TOTAL	79	36	11	126

Table I is based on Form 280A.

Representative quotes from administrators include:

> "Help school solve rather than escalate problems; maintain loyalty to school; and discontinue techniques of agitating community."
>
> "Have highly trained educators with administration experience."
>
> "Consultants be more objective in reaction at community meetings."
>
> "Select consultants that have appropriate personal qualifications and background for the school to which they are assigned."
>
> "Provide consultants with more time in each school assigned to them."
>
> "The community representative should work under the supervision of the principal."
>
> "Have persons who will really function in the original intent of the program."
>
> "A periodic check-in with schools - not when the lid is ready to blow."
>
> "Remind the Urban Affairs staff that they should NOT side in with dissidents vs. the school. Rather, they should interpret the school to the community and vice versa."
>
> "I feel that our relationship is working well now."
>
> "The best recommendation is to do away with the empire and start over with a new concept and new personnel."

Statements of strengths of the component submitted by 136 community contacts were categorized as shown in Table J. The majority of replies pointed to improved school-community relations, while 25 percent made specific references to the work of the consultants as strengths.

TABLE J

CATEGORIES OF PROGRAM STRENGTHS AS PERCEIVED BY COMMUNITY CONTACTS

CATEGORY	FREQUENCY
Improved relationship between school and community	
Communication of needs and viewpoints	41
Understanding of each other's viewpoints	29
Parents' sense of inclusion	14
Consultants adequate to and responsive to community needs	36
Potential of the program	11
Uniquely competent handling of particular problems	7
Individual attention	3
Unification of community as a whole	3
TOTAL	144

Table J is based on Form 280C. N = 136

Recommendations from 147 community contacts referred to a diversity of suggestions for improving the effectiveness of S-CRP. Over 40 percent of the multiple comments called for strengthening the consultants' effectiveness, primarily through reducing their work load, upgrading their status, improving their selection, and strengthening work relationships with administrators. Most of the remaining suggestions recommended broadening the program's operation through expanded contacts. Specific suggestions were directed toward increased parent and community participation through better publicity and through newly-conceived programs. Inferred from these suggestions was the need for greater efforts to make effective use of the potential inherent in the component.

CATEGORY	PERCENT
Improve the consultant's effectiveness and selection	43%
Increase communication between the community and schools	21%
Provide a clearer interpretation of the program to the community	19%
Expand the program	10%
Other	7%

Inservice education for consultants was a continuous process consisting of regularly-scheduled and specially-designed programs including:

- a) An orientation to role of Consultant during first week on the job.
- b) An inservice education portion of each weekly unit meeting.
- c) An inservice education portion of each monthly total staff meeting.
- d) The "Buddy" system within each unit (assigning of an experienced consultant to each new staff member).
- e) One-week assignment to another unit for purposes of broadening perspective of District's problems.

Table K reveals that the inservice portion of weekly unit meetings devoted to sharing ideas and specific information as well as feedback of community attitudes was of "Great Value" to the consultants. Newly-assigned staff members rated the "Buddy" system and orientation to the role of the consultant as of "Great Value". Spending a week in another geographic area was rated as a less meaningful aspect of the inservice program.

TABLE K

RATINGS OF INSERVICE EDUCATION

ITEM	FREQUENCY				MEDIAN
	No Value		Great Value		
	1	2	3	4	
Please rate each with respect to your growing effectiveness as a School-Community Relations Consultant:					
a. Inservice education portion of each weekly unit meeting	0	2	3	10	3.8
b. Inservice education portion of each monthly total staff meeting	1	2	5	7	3.5
*c. "Buddy" system within each unit (assigning an experienced consultant to each new staff member)	1	1	1	8	3.8
*d. One week assignment to another unit for purposes of broadening perspective of District's problems	0	3	5	2	2.9
*e. Orientation to role of S-CRC during first week on job	1	0	1	9	3.9

N = 15

Table K is based on Form 280E.

*Items c, d, and e were completed by new consultants assigned after 1/68.

The consultants suggested areas in which additional training was needed to further enhance their effectiveness. The following categories emerged:

a) Methods of working with school administrative staff to develop common objectives and purposes

b) Specific information in areas of Board and District operational policies and school laws

c) Increased knowledge of specific objectives and orientation of various community groups, so that consultants might more effectively communicate with these groups

d) Continued personal growth as provided by sensitivity training experiences

An additional part of the inservice training was a 7 day intensive workshop for all staff members including the program director, supervisors, and specialists. This workshop was conducted by the staff of the Western Center for Community Education and Development. Training sessions in communications skills were held on 2 days. The remaining 5 days included problem-solving, team-building, and case studies exercises. Field exercises and consulting sessions were scheduled in each geographic area with individual consultants and trainers participating in night or afternoon meetings with community or school groups.

The following objectives were established:

1. To provide a stimulus for personal growth as it relates to increasing effectiveness as an S-CRP staff member.

2. To refine the roles of staff members in implementing S-CR Consultants' programs.

3. To develop skills in working with people in small groups.

4. To develop skills needed to implement community relations programs and deal with crisis situations.

5. To develop trust and a sense of common goals among staff members.

On the basis of a questionnaire completed by the staff at the conclusion of the workshop, ratings indicated that the first four objectives listed above were attained to a moderate or high degree. With respect to the development of trust and team building among staff, ratings suggested that this remains an area for further attention and work.

Written comments evaluating this program revealed two basic concerns among the S-CRP staff members which may have reflected organizational modifications and differences in amount of experience.

These two elements were:

a) A concern for the development of a more specifically delineated concept of the role of the consultant and of a greater sense of common purpose, unified program philosophy, and coordination among staff members.

b) The continued development of techniques and skills for organizing community groups, maintaining a sense of trust from both the school staffs and the community, working with dissident groups, and creating a feeling of sharing a common purpose with school leadership.

In describing the accomplishments of S-CRP, the consultants indicated the program:

- Has helped individuals and groups in the community to recognize S-CRP as a communications vehicle between themselves and the school.

- Has helped schools recognize the need for community involvement and increased their sensitivity to community needs and concerns.

- Has contributed toward building a qualified staff with expertise as resource persons in school-community relations available to both school and community.

- Has served to meet special needs within the community.

The consultants in response to the question "What do we need to accomplish?" suggested:

- Develop truly "grass-roots" community involvement to enhance communication and rapport between school and community.

- Strengthen communication and understanding between the consultant and administrators in implementing the program.

- Increase school personnel understanding of community needs through meaningful dialogue.

- Improve communication and develop a unity of purpose among S-CRP personnel.

4.30 Outcomes

Sixty-four percent of responding principals and 42 percent of responding superintendents rated the program as having increasing value to their schools.

Administrators (elementary - 67 percent, secondary - 50 percent, and others - 54 percent) indicated that the consultant contributed information or services useful in decisions concerning school-community relations.

Principals' ratings of the overall effectiveness of the program remained at a 2.7 median rating on a 1-4 scale (ineffective to effective) over the two-year period 1966-68. Other administrative ratings of specific aspects of the program showed no significant changes during this time.

Elementary principals provided consistently higher ratings of the component than did secondary principals. Differences were significant for 4 of 8 items rated.

Secondary principals rated consultants as ineffective in "interpreting his role", "objectivity", "encouraging community participation", and "assisting schools to cope with community grievances." They rated consultants as effective in their knowledge of and sensitivity to community concerns.

Among 13 responding superintendents, 2 indicated the program was disruptive and 3 referred to continuing contacts with militant segments of the community as a limiting factor in service provided.

Community contact median ratings of 3.3 and 3.1 (on a four-point scale) were significantly lower in 1967-68 for the items "Understands the community and its problems" and "Deals with both school and community concerns fairly", respectively. Other ratings showed no significant change.

Weekly logs of consultants showed increased frequencies (66 percent vs 54 percent) in communication services, the predominate type of activity.

Consultants totaled 101,100 contacts in individual and group sessions during the 1967-68 school year and 14,551 during the summer of 1968.

There was an increase in contacts with school personnel in 1967-68. (34 percent vs 30 percent).

Two-thirds of the responses from administrators indicated favorable contributions from the program.

Consultants gave the inservice education portion of each weekly unit meeting a median rating of 3.8, "Great Value."

5.00 CONCLUSION

Administrators and community contacts continued to perceive the program as providing a communication link between school and home and community.

The majority of principals and a minority of superintendents indicated that the program has been of "increasing value" to their schools.

Information and services provided by consultants have been useful to school administrators in decisions concerning school-community relations.

The majority of secondary principals and superintendents had reservations about the "overall effectiveness" of the component. Some elementary principals had similar concerns. A need to improve personnel effectiveness and develop closer working relationships with the consultants was expressed.

Ratings of the program by community contacts and administrators continued to show marked value difference; however, 1968 responses tend toward less divergence.

6.00 RECOMMENDATION

Strive for increased objectivity by seeking a balance of service to school and community.

Provide regular and constructive services to the schools which can be understood as strengthening school-community relationships.

Strengthen consultant effectiveness by refining the processes of selection, reducing work load, increasing frequency of contacts, and providing increased communication services.

Provide continuous inservice for consultants to further develop the concept of the role of the S-CR Consultant and a sense of unity among staff members.

Provide increased publicity about the services available through this program and broaden the operation through expanded contacts.

Provide orientation for principals and superintendents so they might better understand the function of the component and the role of the consultant.

ESEA Urban Affairs Design #280 COMPONENT: School-Community Relations Program

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve home-school communication	Ratings by school personnel and community contacts Tabulation of logs	Questionnaire for Community Contacts (280C) Questionnaire for School Personnel (280A) Weekly Log (280B)	Assess the reactions of community persons, community agencies, parents, and administrators Record types and frequency of services provided Analyze records to determine the nature of services provided, number of community contacts Identify categories and types of service
To identify specific strengths and weaknesses of the project	Ratings	Questionnaire for Community Contacts (280C) Questionnaire for School Personnel (280A) Project Personnel Reaction Form (280D) Evaluation of Inservice (280E)	Project, school, and community personnel Staff personnel - coordinators, consultants

PROJECT NAME School-Community Relations Program Code 280

Beginning date September 1, 1967 Ending date August 31, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel	25
Parents	
Community Personnel	

PROJECT COST $ 468,438

TABLE L

PRINCIPALS' RATINGS -- 1966-67 and 1967-68

ITEM	1966-67 FREQUENCY				MEDIAN	1967-68 FREQUENCY				MEDIAN
	Strongly Disagree 1	2	3	Strongly Agree 4		Strongly Disagree 1	2	3	Strongly Agree 4	
The School-Community Relations Program:										
6. Increases community confidence in the schools	16	29	51	19	2.8	21	30	80	22	2.8
7. Facilitates contact with parents who have difficulty communicating directly with schools	10	25	63	24	2.9	17	27	83	27	2.9
8. Provides a resource for developing an inservice program on school-community relations for school staff	11	39	43	19	2.6	21	25	89	23	2.9
Rate the effectiveness of the School-Community Relations Consultant:	Ineffective 1	2	3	Effective 4		Ineffective 1	2	3	Effective 4	
9. In interpreting his role and purpose to the school	15	24	47	24	2.8	14	47	64	33	2.8
10. In his knowledge of the community and sensitivity to community concerns	10	15	57	10	3.0	11	33	61	45	3.0
11. In his objectivity in representing both school and community	16	21	49	27	2.9	21	36	55	33	2.8
12. In encouraging community members to increase their participation in the extension of educational programs (i.e., tutorial, volunteer community study, etc.)	15	27	51	16	2.8	24	47	47	21	2.5
13. In assisting schools to cope with community grievances	18	29	39	24	2.7	26	34	61	22	2.7
Table L is based on 1966-67 data and Form 280A.					N = 146					N = 175

TABLE M

CATEGORIES OF CONSULTANT ACTIVITIES - SUMMER 1968

CATEGORY	1967-68 Percent	SUMMER 1968 Frequency	SUMMER 1968 Percent	Persons Contacted
Communication Services	66%	1033	61%	7726
Inservice Education	4.5%	168	9.6%	2295
Special Assignments	29%	495	29%	4472
Nonpublic Schools	0.5%	6	0.4%	58
Total	100%	1702	100%	14,557*

Table M is based on Form 280B.
*Duplicated count

TABLE N

PURPOSE SERVED BY CONSULTANT ACTIVITY - SUMMER 1968

ITEM	1967-68	SUMMER 1968	
	Percent	Frequency	Percent
A. Initial Contact	6%	57	3%
B. Present a Scheduled Speech	2%	18	1%
C. Resource Person	25%	377	22%
D. Inservice	4%	127	8%
E. Publicity	2%	10	1%
F. Problem-solving	15%	180	11%
G. Feedback Information	14%	174	10%
H. Secure Information	15%	292	17%
I. Staff Meeting	6%	191	11%
J. Group Organization	3%	86	5%
K. Other	8%	190	11%
Total	100%	1702	100%

Table N is based on Form 280B.

TABLE O

CONSULTANT GROUP CONTACTS - SUMMER 1968

ITEM	1967-68 Percent	SUMMER 1968 Frequency	SUMMER 1968 Percent
1. School Administrator	22%	129	8%
2. School Staff	9%	76	4%
3. Secondary and Elementary Administrative Area Staff	3%	39	2%
4. Urban Affairs	16%	464	27%
5. Community Groups: School Oriented	8%	144	9%
6. Community Groups: Non-School Oriented	7%	133	8%
7. Social and Welfare Agencies	6%	140	8%
8. News Media	0.3%	9	1%
9. Individuals	16%	228	13%
10. School-sponsored Groups	4.7%	33	2%
11. Other	8%	307	18%
Total	100%	1702	100%

Table O is based on Form 280B.

HUMAN RELATIONS IN DISADVANTAGED AREAS

Office of Urban Affairs

1.00 DESCRIPTION

Human Relations in Disadvantaged Areas was an inservice education component for administrators and teacher-sponsors of faculty and student human-relations workshops. The program was designed for schools with active workshops and for schools initiating workshops.

Content for the fall inservice meetings was designed to promote greater understanding of ethnic groups and social classes, with special emphasis on background material useful in the conduct of human-relations workshops.

Seminar Section I (18 members) and Seminar Section II (20 members) were held during the fall semester. They met on alternate weeks, totaling 5 two-hour meetings each. Three of the meetings had topics common to each section and were led by the same resource specialists, but 2 meetings had different topics and leaders.

Spring meetings were also divided into 2 sections, 1 for sponsors and administrators with ongoing workshops and 1 for those beginning new workshops. Content for the former was designed to improve the effectiveness of the student workshops and to assist sponsors in beginning faculty workshops. The latter section discussed techniques for starting new human-relations workshops and provided background in social forces and intergroup relations.

2.00 OBJECTIVES

-To provide inservice education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

Inservice education workshops and seminars were conducted on a continuing basis from October 1967 to June 1968.

Administrators and faculty-sponsors of 40 secondary schools were involved in the training sessions.

3.40 Activities

3.41 Staff Activities

The consultant for Inservice Training for the Office of Urban Affairs coordinated the 10 fall seminars and obtained discussion leaders from the University of Southern California. Spring semester meetings were led by the Supervisor of Human Relations, Office of Urban Affairs, and the Consultant for Ethnic Recognition, Specially-Funded Programs.

4.00 EVALUATION

4.10 Design

The objectives of the component were evaluated through ratings of inservice meetings and component effectiveness by workshop participants.

The following instruments were designed to collect information on the variables:

-Form 281A and Form 281B, Staff Evaluation Form

-Form 281C, Participant Evaluation of Workshop

4.20 Attainment of Objectives

4.21 Objective: To provide inservice education.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Participants in the fall semester seminars rated the sessions on 2 basic criteria identified in Tables A and B.

Members from Section II rated both the individual meetings and the overall effectiveness of the sessions higher than did Section I participants.

Members from Section I rated the seminars as less helpful for use in school workshop discussions than for supplying background information on ethnic groups and social classes.

TABLE A

STAFF RATINGS OF HUMAN RELATIONS SEMINARS, SECTION I

Please rate each seminar on the basis of:

a. Background information leading to a greater understanding of ethnic groups and social classes.

b. Background knowledge presented which would be helpful to you in conducting a discussion of human relations problems.

SEMINAR	CRITERIA	N	FREQUENCY No Value 1	 Some Value 2	 Much Value 3	 Great Value 4	MEDIAN
I. Dr. Dan Dawson, 11-1-67 "What's It All About? Why Are We Here?"	a b	13 8	5 4	3 3	5 1	0 0	2.0 1.5
II. Dr. David Martin, 11-15-67 "New Student Viewpoint"	a b	15 10	2 2	4 4	6 4	3 0	2.8 2.3
III. Dr. Edward McDonagh, 11-29-67 "Characteristics of Social Classes"	a b	15 9	1 1	2 3	10 4	2 1	3.0 2.8
IV. Dr. Edward McDonagh, 12-13-67 "Cultural Contacts of Americans of Japanese, Mexican, and Negro Descent"	a b	14 8	1 1	4 2	7 5	2 0	2.8 2.7
V. Mr. Ken Johnson, 1-10-68 "Communicating with the Negro"	a b	12 7	0 0	0 0	1 3	11 4	4.0 3.8
Overall Rating		13	1	4	5	3	2.8

Table A is based on Form 281A.

TABLE B

STAFF RATINGS OF HUMAN RELATIONS SEMINARS, SECTION II

Please rate each seminar on the basis of:

a. Background information leading to a greater understanding of ethnic groups and social classes.

b. Background knowledge presented which would be helpful to you in conducting a discussion of human relations problems.

SEMINARS	CRITERIA	N	FREQUENCY				MEDIAN
			No Value 1	Some Value 2	Much Value 3	Great Value 4	
I. Dr. David Martin, 11-8-67	a	8	1	0	3	4	3.5
"New Student Viewpoint"	b	7	1	0	2	4	3.6
II. Dr. Edward McDonagh, 11-22-67	a	11	1	1	4	5	3.4
"Characteristics of Social Classes"	b	10	1	0	6	3	3.2
III. Dr. Edward McDonagh, 12-6-67	a	12	2	1	4	5	3.3
"Cultural contacts of Americans of Japanese, Mexican, and Negro Descent"	b	11	2	2	2	5	3.3
IV. Dr. Dan Dawson, 1-3-68	a	8	0	2	1	5	3.7
"Dogmatism Inventory and Staff Reaction"	b	8	0	0	3	5	3.7
V. Dr. Dan Dawson, 1-17-68	a	11	1	3	3	4	3.0
"Dogmatism Inventory and Staff Reactions (Cont.)"	b	9	0	1	5	3	3.2
VI. Overall Rating		9	1	0	4	4	3.2

Table B is based on Form 281B.

Of the 30 administrators and teachers who evaluated the fall sessions, 17 made multiple open-end comments. Statements were categorized as positive or negative as follows:

CATEGORY	FREQUENCY
Positive	
Generally worthwhile	10
Contributed to knowledge and/or understandings	4
Stimulated discussions	3
	17
Negative	
Impractical - should relate more directly to daily problems	8
Inappropriate or "ivory tower"	5
Purposes or goals of workshops not clear	4
Workshops were a waste of time	3
	20

These teachers and principals were also asked for suggestions on improving the inservice program. Eight participants recommended making the content more applicable to human relations problems in the schools. Two felt that the purposes of each session should be more clearly defined.

Participants in the spring inservice sessions rated the meetings on 3 criteria as shown in Table C. Based upon the criteria used, each listed aspect of training received a "Much Value" or higher rating.

TABLE C

STAFF EVALUATION WORKSHOPS

ITEM	N	FREQUENCY No Value 1	Some Value 2	Much Value 3	Great Value 4	MEDIAN
1. How valuable have these workshops been to you in improving your own SHRW or FHRW?	19	0	0	9	10	3.6
2. How do you rate the training sessions as a source of background information of ethnic groups and social classes?	19	0	4	10	5	3.1
3. How useful is the sharing of experiences among workshop sponsors?	19	0	1	3	15	3.9

Table C is based on Form 281C.

One result of the program was the indication of areas for further inservice education. Participants indicated the specific information, assistance, or techniques they needed to make their school workshops more effective. Several of them requested more time for their meetings (the noon hour was considered inadequate). They also suggested that students, teachers, and administrators work to improve communication and develop new ideas and techniques to vitalize the workshops. They proposed expanding the program of exchange visits between schools of different ethnic populations and recommended increasing the number of students in Student Human Relations Workshops (SHRW).

Members of both the fall and spring sessions ranked the 3 most critical problems of human relations in their individual schools. The 6 most frequently mentioned problems for each semester are shown in rank order in Table D.

TABLE D

MOST CRITICAL PROBLEMS IN HUMAN RELATIONS

PROBLEM	RANK Fall	 Spring
Apathy	1	-
Administrator and teacher support	2	1
Communication	3	5
Balance of ethnic groups in SHRW	4	2
Attendance	5	-
Intercultural understanding	6	3
Militant groups	-	4
Information	-	6
Table D is based on Forms 281A, B, C.	N = 37	N = 20

Participants were asked to make suggestions for improving the workshops in the schools. Recommendations were based on a sample of 20 respondents. The most frequent suggestion, made by 25 percent of those answering, was to obtain the cooperation of the faculty and the administrator. Other suggestions included: more contacts with other schools, better speakers for meetings, involvement of more students, more social contacts, and better communication both in school and between schools.

In open-end comments, participants made brief evaluative statements about their own school workshops.

> "Dress standards were changed at our school and relations between ethnic groups on our campus have never been better. SHRW has also sponsored some noon talent entertainment shows."
>
> "Regrettable tendencies (among some students) to overemphasize separation or emphasize things that distinguish between ethnic groups."
>
> "Participants were cooperative. The exchange of ideas between various groups took place after awhile. The membership often varied due to other activities."
>
> "Students from all-Negro schools returned from exchange visits with a broader sense of human relations and vice versa."
>
> "Our boys and girls developed a sense of communication as the result of many meetings and social events."
>
> "Students have not made it (SHRW) their prime concern - due to too many A-12's in it. Exchanges have been good. Assemblies have really stimulated the program."
>
> "They enjoy discussions - (exchanging ideas freely). They appreciate and welcome teacher participation. Library shelf and bulletin boards reflect awareness."
>
> "There is a plan to work on a program for orienting new teachers, familiarizing them with procedures, attitudes, and policies of the school."
>
> "FHRW participants feel that much is needed. They would involve all faculty members."

4.30 Outcomes

The majority of participant ratings for both the fall and spring inservice sessions was favorable to the program.

One section of the fall participants rated the program lower and was more negative in its comments than was the other section.

Some participants objected to an "impractical" or "ivory tower" approach to problems by consultants from outside the schools.

Participants identified problem areas in school human relations and made recommendations for future inservice education.

One-fourth of the spring respondents desired greater cooperation from administrators and faculty to improve school workshops.

Participants rated the exchange of views among workshop leaders in small discussion groups to be a useful technique in inservice education (rating of 3.9 on a 4-point rating scale).

5.00 CONCLUSIONS

The majority of participants indicated that the inservice sessions were useful to them in their school workshop programs.

Impractical approaches to the problems were found objectionable by some participants.

Administrative and faculty support of workshops was desirable.

Further areas for inservice education were identified.

6.00 RECOMMENDATIONS

Future inservice education programs on human relations should include more administrators and faculty members from schools involved in the program.

The sharing of information and techniques in small discussion groups should be continued as an inservice technique.

Inservice content for this project should be practical and problem-centered.

ESEA Urban Affairs Design #281

COMPONENT: Human Relations in Disadvantaged Areas

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To provide inservice education	Participant ratings of workshops	Staff Evaluation of Workshop (281A) and (281B) Participant Evaluation of Workshop (281C)	Make assessments at the conclusion of the Faculty Human Relations Workshop
To identify specific strengths and weaknesses of the project	Ratings		Make assessment near the end of the year

PROJECT NAME HUMAN RELATIONS IN DISADVANTAGED AREAS Code 281

Beginning date Oct. 1967 Ending date June, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

	Fall	Spring
School Personnel	38	43
Parents	—	
Community Personnel	4	

PROJECT COST $ 9000.

THE CITIZENS' COMPENSATORY EDUCATION ADVISORY COMMITTEES

Office of Urban Affairs

1.00 DESCRIPTION

Guidelines for Compensatory Education Programs and Projects require establishment of advisory committees representative of their communities. In Los Angeles, three local committees called Citizens' Advisory Committees (CAC), first organized in 1966, represented the following areas:

Committee A - East Los Angeles, San Fernando, Pacoima

Committee B - Central Los Angeles, Venice, Ocean Park

Committee C - South Central Los Angeles, San Pedro, Wilmington

Each group met independently at regular intervals. However, from time to time all three met jointly. Purposes of the committees were to present to the project the interests, the concerns, and the needs of the communities in which ESEA Title I compensatory education programs were being conducted.

Each committee consisted of 17 parents of children involved in compensatory education activities and 17 representatives of community agencies and groups, including one elementary and one secondary classroom teacher. Committee members representing parents and community agencies were chosen on the basis of frequency of recommendation by private and public agencies. A certificated specialist coordinated the work of the committees. Clerical support, transportation, and nutrition for committee members were provided in the budget.

2.00 OBJECTIVES

- To establish local advisory committees to assist and advise the school district in:
    - Developing programs in cooperation with existing community action programs in their locality
    - Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally deprived children
    - Overall planning, development, implementation, evaluation, and dissemination of information relative to the objectives of the compensatory programs
    - Acting as a hearing board for an individual or group who may want to propose additions to or changes in the school district's proposed compensatory programs
- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

Local advisory committees for the 1967-68 school year functioned from September 1, 1967 through August 31, 1968.

3.40 Activities

3.41 Staff Activities

Members of the Citizens' Advisory Committees served on a variety of subcommittees. They participated in a broad range of activities related to elementary and secondary education, health services, child welfare and attendance, instructional materials development, Office of Urban Affairs, and project evaluation. An Executive Council was elected to act on behalf of the committee of the whole when so directed. Three representatives from each of the three committees were chosen to serve on the Executive Council.

One representative from each of the three committees and a representative of the nonpublic schools met in Sacramento with the staff of the Office of Compensatory Education, California State Department of Education, to present the ESEA proposals for 1968-69.

Training sessions were provided to help the committee members express their concerns and to act more effectively as a group.

A series of visitations to those ESEA components which had been endorsed by CAC members for 1968 summer implementation were held during the six-week summer session in cooperation with operational personnel.

3.60 Personnel and Logistical Problems

Advisory committee meetings sometimes had limited attendance because of babysitting problems of mothers with preschool children, inability of some members to leave daytime positions, and conflicting meeting dates. Clearance from legal counsel was necessary before procedure was devised for replacement of members unable to attend meetings regularly.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: ratings by committee members, ratings of inservice, and minutes of scheduled committee meetings.

The following instruments were designed to collect information on the variables:

-Form 282A, Evaluation of Weekend Training

-Form 282B, Advisory Committee Evaluation Form

4.20 Attainment of Objectives

4.21 Objective: To establish local advisory committees to assist and advise the school district in:

- -Developing programs in cooperation with existing community action programs in their locality
- -Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally deprived children
- -Overall planning, development, implementation, evaluation, and dissemination of information relative to the objectives of the compensatory programs
- -Acting as a hearing board for an individual or group who may want to propose additions to or changes in the school district's proposed compensatory programs

At the close of the school year, an evaluation questionnaire was mailed to each of the active committee members. A member was considered active for having attended meetings regularly. Sixty-two (60% of the possible maximum of 102 members) received questionnaires, and 33 (53% of the active members) returned them. The returns represent a decrease of 10 percent from the previous year.

TABLE A

QUESTIONNAIRE DISTRIBUTION AND RESPONSE

COMMITTEE	MAILED	RETURNED	PERCENT
A - East Los Angeles, San Fernando, Pacoima	16	10	63%
B - Central Los Angeles, Venice, Ocean Park	23	13	57%
C - South Central Los Angeles, San Pedro, Wilmington	23	10	43%
Total	62	33	53%

Tables B and C summarize the responses of committee members to the questionnaire. Ratings by individual committees and for the combined committees resulted in median ratings clustered in the "Agree" range of the scale except for items 8 and 14 which were higher. Committee members "Strongly Agree" that "Program priorities must be established in order to support decisions to continue, reduce, or terminate components." In addition, they "Strongly Agree" that maintenance of the Citizens' Advisory Committees would be a good way to continue providing an opportunity for parents and other representatives from the community to express their concerns.

Of the 33 members who responded, 27 agreed that their participation was worthwhile, and 22 indicated that the committee accomplished its objectives.

TABLE B

COMMITTEE MEMBER RATINGS

ITEM	AREA	FREQUENCY				MEDIAN
		Strongly Disagree 1	2	3	Strongly Agree 4	
1. The members of the committee had an opportunity to suggest ideas for new programs in schools.	A	0	2	5	3	3.1
	B	0	0	7	6	3.4
	C	0	0	5	5	3.5
	TOTAL	0	2	17	14	3.4
2. Recommendations made by members of the committee were considered carefully by school staff.	A	0	2	7	1	2.9
	B	0	1	9	3	3.1
	C	0	1	7	2	3.1
	TOTAL	0	4	23	6	3.0
3. The Executive Council helps to make the work of the Advisory Committees more effective.	A	0	0	6	2	3.2
	B	0	1	7	5	3.3
	C	0	0	6	4	3.3
	TOTAL	0	1	19	11	3.3
4. Committee members received a sufficient amount of information to help them understand what they were to be doing.	A	0	4	3	2	2.7
	B	1	0	8	3	3.1
	C	0	1	7	2	3.1
	TOTAL	1	5	18	7	3.0
5. I feel the committee accomplished its objectives.	A	0	2	6	1	2.9
	B	1	3	8	1	2.8
	C	0	4	6	0	2.7
	TOTAL	1	9	20	2	2.8
6. I feel my participation on this committee was worthwhile.	A	0	3	4	2	2.9
	B	1	0	8	4	3.2
	C	0	0	5	4	3.4
	TOTAL	1	3	17	10	3.2
7. Visits and/or observations of ESEA projects increased understandings of such projects.	A	0	0	7	3	3.2
	B	0	1	6	6	3.4
	C	0	0	7	3	3.2
	TOTAL	0	1	20	12	3.3
8. Program priorities must be established in order to support decisions to continue, reduce or terminate components.	A	0	0	2	7	3.9
	B	0	0	5	8	3.7
	C	0	0	4	6	3.7
	TOTAL	0	0	11	21	3.7

Table B is based on Form 282B. N = 33

TABLE C

COMMITTEE MEMBER RATINGS

ITEM	AREA	FREQUENCY Strongly Disagree 1	 2	 3	 Strongly Agree 4	MEDIAN
The maintenance of the Citizens' Advisory Committee is a good way of						
9. Helping the community understand the purpose of these programs.	A	2	0	7	1	2.9
	B	0	3	5	4	3.1
	C	0	2	4	4	3.3
	TOTAL	2	5	16	9	3.1
10. Helping committee members to take part in the planning and developing of programs.	A	0	0	8	1	3.1
	B	0	2	7	3	3.1
	C	0	1	6	3	3.2
	TOTAL	0	3	21	7	3.1
11. Encouraging committee members to bring information about programs to the community.	A	0	2	5	3	3.1
	B	0	2	6	4	3.2
	C	0	2	5	3	3.1
	TOTAL	0	6	16	10	3.1
12. Helping the schools know how the community felt about the programs.	A	0	2	6	2	3.0
	B	0	2	5	5	3.3
	C	0	2	4	4	3.3
	TOTAL	0	6	15	11	3.2
13. Helping community members to better understand problems of the schools through direct contact with school people.	A	0	1	6	3	3.2
	B	0	0	5	7	3.6
	C	0	2	5	3	3.1
	TOTAL	0	3	16	13	3.3
14. Providing more opportunity for parents and representatives of the community to express their concerns.	A	0	1	4	4	3.4
	B	0	1	5	6	3.5
	C	0	2	3	5	3.5
	TOTAL	0	4	12	15	3.5

Table C is based on Form 282B. N = 33

Minutes of scheduled committee meetings indicated that irregular attendance was recognized as interfering with committee effectiveness. Subcommittees, appointed to study the causes of absence, reported the following contributory reasons: (1) employment or other responsibilities, (2) babysitting problems, and (3) what some considered ineffective use of committee time.

Efforts have been made to encourage regular attendance of members. With the final adoption of by-laws occurring in December of 1967, it became possible to invoke the "termination of membership" clause that stipulates the minimum attendance requirements for active membership. Absentees without cause have been replaced. The change in active membership count from 91 in January 1968 to 62 in June 1968 reflected terminations (20), resignations (13), and recent appointments (4). Selection and appointment of new members is to continue until the membership maximum of 102 is attained.

Table D shows a comparison of attendance at regularly scheduled committee meetings over the two-year period of 1966-68. The number of active members varied from month to month due to resignations, terminations, and appointment of new members. Average membership approximated 23 for committee A, and 30 each for Committees B and C. There were marked decreases in average attendance for Committees A and B, while Committee C recorded a slight increase. Figure I in Addendum C provides a picture of attendance patterns.

TABLE D

COMPARISON OF ATTENDANCE AT MEETINGS

	1966-1967			1967-1968		
COMMITTEE	Number of Meetings	Accumulated Attendance	Average Attendance	Number of Meetings	Accumulated Attendance	Average Attendance
A	8	123	15	10	94	9
B	9	129	14	10	112	11
C	9	126	14	10	146	15

Table D is based on staff records.

4.22 Objective: To identify specific strengths and weaknesses of the project.

Committee members were asked to state their perceptions of the purposes of the Advisory Committees. Multiple responses from 30 of 33 individuals were categorized. Approximately half of the responses included to "discover community needs" and to "advise the schools of them" as a primary purpose of the Advisory Committee. Eight respondents saw the committee as studying school programs and informing the community, while another eight saw the committee advising the schools about how well their programs were doing or could be doing.

CATEGORY	FREQUENCY
Discover community needs and advise schools of them	20
Study school programs and inform community	8
Advise schools how well programs are doing and could do	8
Support schools in getting adequate funds	2

The following comments were representative:

"To advise school officials as to what the needs of the community are, to help plan programs and establish priorities, and to evaluate existing programs."

"Feedback....community reaction....."

"To develop and encourage an awareness of the programs in the schools and the problems involved in maintaining them."

"To evaluate the ESEA programs and make recommendations."

Committee members were also asked to suggest how the purposes of the committee could better be achieved. Among the 28 responses, recommendations most frequently made were:

- Improve communication and understanding between school personnel and committee.
- Increase committee involvement in planning-level discussions and plan these discussions to allow time for study and evaluation of proposals.
- Improve the organization of meetings in relation to time and priorities.
- Improve attendance of "grass roots" people.

Among the representative comments were that purposes of the committees could be better achieved if:

"School people would listen more to community and realize people want to have something to say about decisions that affect them."

". . . more participation on the planning level."

"Background material were sent to members with ample time for study."

"The agenda could reflect priority of presentations."

". . . more 'grass roots' people served."

When asked, "Did the Advisory Committee accomplish more in 1967-68 than in 1966-67?" 24 said "Yes"; none, "No"; 8, "Don't Know"; and one did not respond. In support of their responses, some provided multiple explanations. The majority indicated that accomplishments were greater because a harmonious partnership had developed with staff members or they were, through experience, better able to understand and implement their individual roles. Categories of comments included:

CATEGORY	FREQUENCY
Developing a harmonious partnership with the staff	14
Beginning to understand and implement their roles	13
Becoming more familiar with the school program	4
Establishing better working relationships among themselves	3
Not in a position to judge	6
	40

Other comments included:

> ". . . those who had been regular in attendance were better acquainted with staff and believed that all of the coordinators were conscientiously endeavoring to meet the needs of all of the children . . . ."

> "Better relationship between all parties - members are beginning to understand the purposes and job to be done."

> "We have more knowledge . . . more understanding and know how to function better."

> "The second workshop with staff led to cooperation and mutual understanding."

> "We saw a need for community aides and we got them!"

> "Mutual concerns were recognized."

> "More involvement of advisory committee in program planning."

> ". . . have grown to the place that they are aware of their responsibility as a member of the committee."

> "Greater skills and information at the hands of the advisory board."

> "Because of more experience and familiarity with programs."

A series of three concentrated "live-in" inservice training sessions conducted by the Western Center for Community Education and Development staff was held in association with this component. The first, scheduled in January 1968, was a continuous two-day session for Title I project coordinators and staff to identify methods of developing improved communication and understanding between coordinators and advisory committees. In March 1968, 40 members of the Advisory Committees met in a similar type workshop. Finally, a joint workshop of staff and committees was conducted in April 1968.

At the conclusion of the March inservice held for committee members, a questionnaire was completed by the 31 members attending the last session. Table E summarizes their responses and shows that new insights were gained about fellow members and that the training was regarded as useful (median ratings of 3.8 and 3.6, respectively).

TABLE E

COMMITTEE MEMBER RATINGS OF INSERVICE

ITEM	FREQUENCY None 0	 Little 1	 Some 2	 Much 3	 Very Much 4	MEDIAN
1. Do you regard this form of training activity as useful?	0	1	5	8	15	3.6
2. Did you gain new insights about fellow committee members?	1	3	3	4	20	3.8
3. Do you feel that you can now work better with District staff?	2	1	10	6	10	2.8
4. Do you feel that ESEA coordinating staff are as fully concerned about children as committee members?	1	6	12	5	7	2.3
5. Do you think the training sessions have helped you to do a better job in the future?	0	3	2	10	15	3.5

Table E is based on Form 282A. N = 31

Twenty-six members contributed comments that were categorized as positive and supportive of the training (20), derogatory toward the program (3), and unclassified or limited to making suggestions (3).

Representative comments included:

> "Much significant groundwork planned together. Exchange of meaningful information."
>
> "The session was unstructured and I liked this idea."

> "Trainers very good but some very impersonal."
>
> "Everything that was discussed has been done over and over. I think we didn't accomplish what we could have."

A unique response by one committee member was:

> "Give a group a free hand and they will develop real purpose and potency. No one can be as effective in planning . . . as the residents of the community. They do not leave themselves out. Affection, respect, and unity can develop among the most diverse individuals in terms of race, attitudes, philosophy if they come as a group. The group process distills out the fanatical, the destructive, the obstructionist."

4.30 Outcomes

Thirty-three committee members (53 percent of active members) returned completed evaluation questionnaires. This represented a 10 percent decrease over the previous year.

Twenty-seven of 33 respondents (82 percent) agreed that their participation on the committee was worthwhile; 22 (67 percent) indicated that committee objectives were attained.

Median ratings for questionnaire items were supportive and ranged from 2.7 to 3.9, "Agree" to "Strongly Agree".

Committee members "Strongly Agree" (median of 3.7) that program priorities must be established.

The average attendance at regularly scheduled meetings dropped from 15 to 9 for Committee A and from 14 to 11 for Committee B, while Committee C increased from 14 to 15 in comparisons of 1966-67 and 1967-68 attendance data.

"Discover community needs and advise schools of them" was indicated by over 90 percent of the respondents as the primary committee purpose.

Seventy-three percent (24 of 33) indicated more was accomplished in 1967-68 than the previous year, primarily because of increasingly harmonious relationships with staff members and increasing committee experience.

Inservice training was rated as developing new insights about fellow committee members (median rating of 3.8) and as a useful activity (median rating of 3.6).

5.00 CONCLUSIONS

Outcomes and conclusions of this component should be interpreted within the limitations imposed by the relatively small number of questionnaires returned.

Committee members indicated participation was worthwhile and that moderate success was realized in attaining the objectives of this component.

Inability to sustain good attendance prevented optimum community participation in the component.

Working relationships with staff members improved.

Accomplishments during the current year surpassed those of the previous year as a result of both closer working relationships with staff and increased committee experience.

Committee members were highly supportive of inservice activities introduced.

6.00 RECOMMENDATIONS

Continue to explore methods to improve attendance among committee members.

Develop an inservice program that improves working relationships among committee and staff members.

Train committee chairmen in leadership techniques in order to increase participation and involvement of members.

Develop committee criteria for the determination of program priorities.

Promote committee activities that involve community members other than those on the committee in order to increase local feedback.

Provide committee members with opportunities to attend Board of Education Committee meetings to increase Advisory Committee understandings of organization procedures.

Encourage individual committee member participation in areas of special interest.

Maintain active committee membership at or near the maximum of 102.

COMPONENT: Citizens' Compensatory Education Advisory Committees

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To establish local advisory committees to assist and advise the school district in: - Developing programs in cooperation with existing community action programs in their locality - Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally deprived children - Overall planning, development, implementation, evaluation and dissemination of information relative to the objectives of the compensatory programs - Acting as a hearing board for an individual or group who may want to propose additions to or changes in the school district's proposed compensatory programs	Ratings Staff records	Advisory Committee Evaluation Form (282B) Minutes of monthly meetings	An assessment near the close of the school year by committee members
To identify specific strengths and weaknesses of the project	Ratings of inservice Staff records	Evaluation of Weekend Training (282A) Advisory Committee Evaluation Form (282B)	An assessment of inservice programs conducted for committee members

PROJECT NAME Citizens' Compensatory Education Advisory Committees Code 282

Beginning date September 1, 1967 Ending date August 31, 1968

Grade Level	PUPIL ENROLLMENT Public	 Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
TOTAL		

NUMBER OF ADULT PARTICIPANTS

School Personnel 10

Parents 51

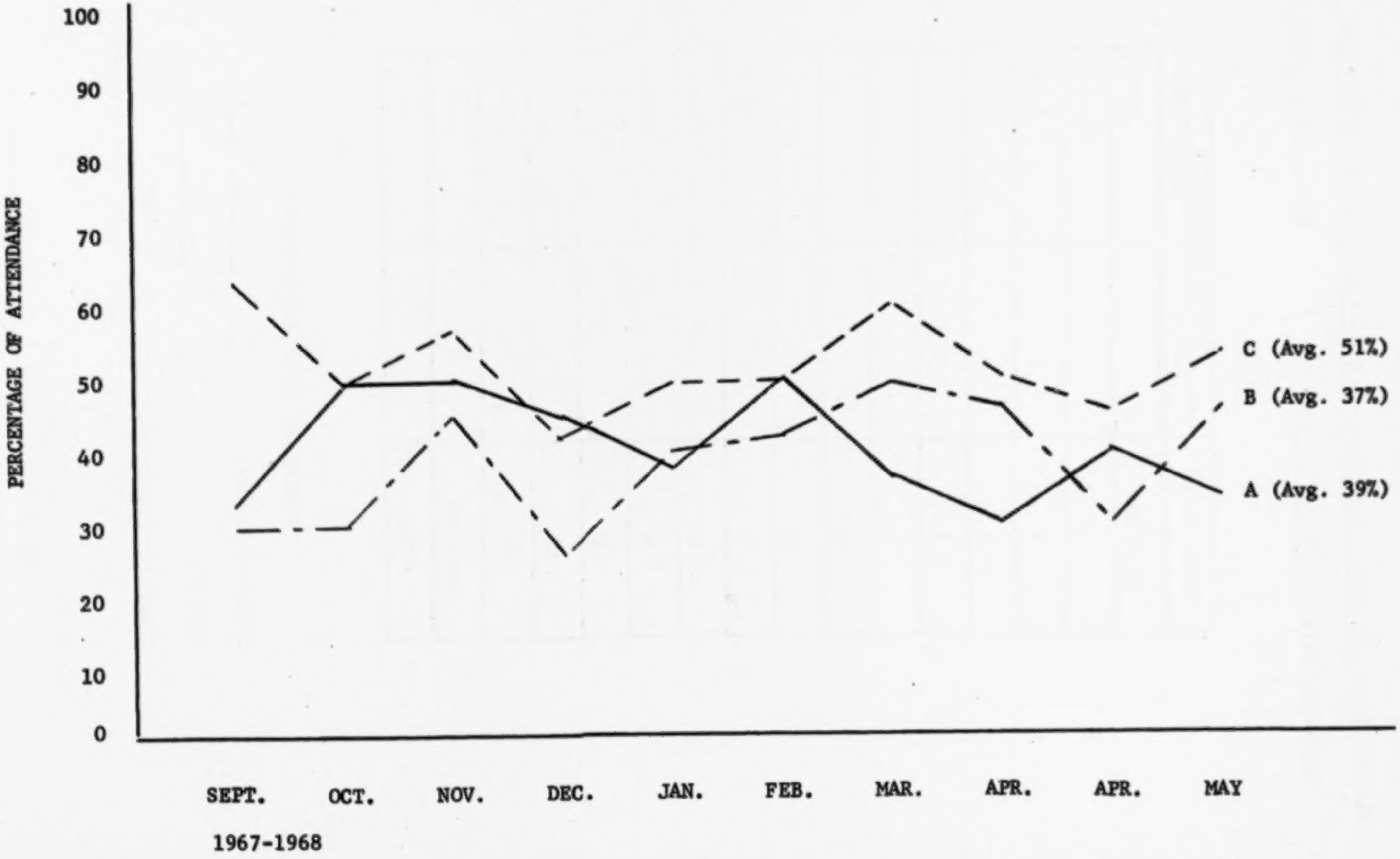
Community Personnel 41

PROJECT COST $50,000

FIGURE I

CITIZENS' COMPENSATORY ADVISORY COMMITTEES

ATTENDANCE PATTERNS



SPECIAL EDUCATION BRANCH

OCCUPATIONAL TRAINING

Special Education Branch

1.00 DESCRIPTION

This continuing component was designed to evaluate work skills of pupils from 16 to 18 years old who are physically handicapped, mentally retarded, or both. After acceptance for training, pupils completed a trial period to determine suitability.

Pupils attended regular classes during part of the day in a Special Education Branch school participating in the component. They were transported to an appropriate nearby workshop. Each pupil was given supervised training for gainful employment and on-the-job work experience in a sheltered workshop. Participating agencies included: Crippled Children's Society of Los Angeles County, Exceptional Children's Foundation, Goodwill Industries of Southern California, and Industrial Services, Incorporated. Satisfactory performance in occupational training gave the pupil credit toward completion of his course of study. A district-funded consultant, assigned half time to the component, was assisted by a part-time school-community coordinator who explained the activity to the parents. The assigned consultant rated the pupils every 10 weeks.

2.00 OBJECTIVES

-To develop work skills necessary for gainful employment

-To improve pupil attitudes toward employee responsibilities

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 for pupils from Widney High School for the physically handicapped and from Washington Boulevard and McDonnell Avenue schools for the handicapped.

3.20 Pupils

Pupils were selected for training as authorized in the Education Code, Sections 6931 and 6932. Seventy-three pupils were selected by the following criteria: enrollment in a Special School, adequate physical endurance as determined by a school physician, and parental approval.

3.40 Activities

3.41 Staff Activities

Regularly scheduled conferences were held by the coordinator with teachers to discuss pupil progress in the component. Those conferences stressed the need for teacher participation in the evaluation of pupil readiness for work experience, and for frequent consultation between the Special Education Branch occupations supervisor and the workshop teachers.

3.42 Pupil Activities

Pupils participated in a sheltered workshop program that emphasized skills training and evaluation. Each pupil took part in 1 of the workshops conducted by the agencies and received supervised training in such areas as collating, sorting, and assembly-line tasks.

3.50 Specialized Materials, Supplies, and Equipment

Routine supplies required by the program were provided by the workshops.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: ratings of pupil performance, estimates of pupil attitude, and ratings of component effectiveness.

The following instruments were employed to collect information on the variables:

- -Form 291A, Occupational Training Progress Report
- -Form 291B, Parent Questionnaire
- -Form 291C, Staff Evaluation
- -Form 291D, Occupational Trainee Evaluation

4.20 Attainment of Objectives

4.21 Objective: To develop work skills necessary for gainful employment.

Table A shows consultant ratings of the progress of 69 pupils at the close of the 10th school month. Thirty-two of these were enrolled for the spring semester only. Ninety-one percent of the ratings of work skills were average or higher. Nearly all the pupils had had no previous employment experience, yet only 9 percent of the ratings were below average.

TABLE A

WORKSHOP SUPERVISOR OCCUPATIONAL TRAINING PROGRESS REPORT

ITEM	FREQUENCY Above Average	Average	Below Average
Quality of work	35	29	5
Quantity of work	27	28	14
Cooperation with others	57	8	4

Table A is based on Form 291A. N = 69

Some degree of gainful employment potential was indicated for most trainees as shown in Table B. Eleven pupils were judged as having the potential to be fully self-supporting in competitive employment. Sixty-seven of 69 pupils were rated as employable.

TABLE B

PROGNOSIS OF PUPIL EMPLOYMENT POTENTIAL

COMPETITIVE EMPLOYMENT		NONCOMPETITIVE EMPLOYMENT		NOT EMPLOYABLE
Fully self-supporting	Partially self-supporting	Fully self-supporting	Partially self-supporting	
11	12	19	25	2

Table B is based on Form 291D.

N = 69

4.22 Objective: To improve pupil attitudes toward employee responsibilities.

Workshop supervisors assessed pupil attitude by rating each pupil in the areas indicated in Table C. Work attitudes were rated on the basis of cooperation, interest, and the ability to take directions without resentment. Work habits were rated on the basis of proper utilization of time. Work skills covered accuracy and quality of work. The majority of pupils received satisfactory ratings. One pupil received an unsatisfactory rating in work skills because his handicap prevented him from operating at a higher level.

TABLE C

WORKSHOP SUPERVISOR EVALUATION OF TRAINEES

ITEM	FREQUENCY				
	Excellent	Above Average	Average	Below Average	Unsatisfactory
Work attitudes	9	47	9	2	2
Work habits	2	25	28	9	5
Work skills	2	33	30	3	1
Dress and grooming	1	20	47	1	0

Table C is based on Form 291D.

N = 69

4.23 Objective: To identify specific strengths and weaknesses of the project.

On a scale of 1-4 (Poor to Good) the supervisory staff gave the component a rating of 3.5. Staff comments on the strengths of the component included:

> "Provides realistic work situations for handicapped and retarded youth."

> "Develops work skills and work habits in the students participating. Parents report improved attitude and interest. Helps evaluate students for referral to Department of Vocational Rehabilitation."

Staff comments on the weaknesses of the component included the following:

> "One weakness is the lack of money and workshop positions for children who are blind and partially sighted."
>
> "Not enough provision for post-workshop follow-up studies. Needs more provision for preparation of pupils for workshop participation."
>
> "Evaluation forms provide insufficient objective data relating to work skills."

Parents of pupils were asked to reply to a questionnaire on the workshop. Forty-seven of 69 parents responded (Table D), but not all parents rated each item. Responding parents felt that their children benefited from the workshop experience. Most wanted their children to continue in the workshop.

TABLE D

PARENT RESPONSES

QUESTION	YES	NO
Do you feel that your child has benefited from this workshop?	48	0
If possible, would you like to have your child continue in the workshop?	44	3
Did your child discuss the workshop?	41	3

Table D is based on Form 291B. N = 48

Parent comments on what their child liked best included:

> "My child likes working."
>
> "She likes the way she works and feels that she can support herself in the future."
>
> "I think it's the most wonderful thing to teach the handicapped so many things."
>
> "Having the opportunity to work and make money of his own."
>
> "I think it's the best thing that could happen to help handicapped people to take their stand in life."
>
> "Was very happy with atmosphere, personnel, etc."
>
> "She liked packing the boxes and working with people."

> "He loves going to the workshop. The fact that he's going to work really pleases him."

Comments on what their children liked least included:

> "The monotony of doing the same thing."
>
> "She hasn't mentioned disliking anything."

4.30 Outcomes

A rating of "Average" or "Above Average" was given by supervisors to 93 percent of the pupils in quality of work, to 80 percent in quantity of work, and to 94 percent in cooperation with others.

All but 2 of the trainees were rated as having some degree of employment potential. Satisfactory performance was noted for approximately 89 percent of the pupils in development of work attitudes, work habits, and work skills.

All parents and staff members rated the component as beneficial to pupils.

5.00 CONCLUSIONS

All pupils received evaluations of work skills, work attitudes, and employment potential.

"Average" or "above average" performance ratings indicated adaptability and capability of most pupils for gainful employment in a sheltered workshop situation.

Most trainees were recommended for continued employment, either in or out of a sheltered workshop.

The majority of pupils had satisfactory work attitudes, habits, and skills.

Parents and staff considered the experience as making a positive contribution to pupil development.

6.00 RECOMMENDATIONS

Expand the component to include visually-handicapped pupils.

Provide more preparation and orientation for pupils prior to participation in the component.

Provide for post-workshop follow-up studies.

Revise evaluation forms to include items providing more objective data.

Continue the component.

ESEA Special Education Design #291 **COMPONENT: Occupational Training**

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To develop work skills necessary for gainful employment	Ratings of pupil performance	Occupational Trainee Evaluation (291D)	Workshop leader evaluates trainee's performance every ten weeks
To improve pupil attitudes toward employee responsibilities	Estimates of pupil attitude	Occupational Training Progress Report (291A)	Consultant estimates of pupil attitude toward training
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Parent Questionnaire (291B) Staff Evaluation (291C)	Parent reaction to pupil progress in the workshop Administrators and component staff

PROJECT NAME Occupational Training Code 291

Beginning date September 11, 1967 Ending date June 14, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10	14	
11	4	
12	16	
Ungraded	39	
TOTAL	73	

NUMBER OF ADULT PARTICIPANTS

School Personnel 1

Parents

Community Personnel

PROJECT COST $ 27,500

GROUP COUNSELING

Special Education Branch

1.00 DESCRIPTION

This continuing component was designed to help Widney High School pupils accept their physical limitations, and to assess their capacities realistically to adjust to their school and home environments. Pupils were selected by a screening committee after self-referral, given orientation, and assigned to a counseling group. Group counseling sessions were organized and implemented by a trained counselor, assigned full time. A school-community coordinator was assigned part time to inform parents of the objectives. Ten groups, with approximately eight students each, met once each week for counseling. Pupils ranged from seventh through the twelfth grade.

2.00 OBJECTIVES

- To change (in a positive direction) the children's attitudes toward school and education

- To improve the children's self-image

- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at Widney High School for the physically handicapped.

3.20 Pupils

Sixty-one pupils participated in the first semester and 42 pupils were added during the second semester of this secondary school component.

3.40 Activities

3.41 Staff Activities

The special education counselor participated in weekly inservice education meetings with a university professor who led model sessions in group counseling.

3.42 Pupil Activities

Group counseling, supplemented by individual counseling, helped handicapped pupils improve their self-concepts. They also participated in role-playing activities and in tape-recorded group counseling sessions.

3.50 Specialized Materials, Supplies, and Equipment

A tape recorder was used to assist in analysis of the sessions.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: change in pupil attitudes, subject and citizenship marks, and ratings of component effectiveness. There was no control group.

The following instruments were employed to collect information on the variables:

-Form 291C, Staff Evaluation

-Form 292B, Parent Questionnaire

-Form 292D, Teacher Evaluation of Pupil

-Form 293A, Pupil Personnel Information

-Forer Teenage Sentence Completions

4.20 Attainment of Objectives

4.21 Objective: To change (in a positive direction) the children's attitudes toward school and education.

4.22 Objective: To improve the children's self-image.

Table A compares June 1967 and June 1968 mean ratings of school citizenship and subject grade-point averages for 32 counselees who completed the school year in the component.

TABLE A

COMPARISON OF REPORT CARD INFORMATION

	Spring 1967 Mean	Spring 1968 Mean
Grade-point average	2.27	2.30
Citizenship average	2.43	2.32

N = 32

Table A is based on Form 293A.

Subject grade points: A=4, B=3, C=2, D=1, F=0
Citizenship grade points: Excellent=3, Satisfactory=2, Unsatisfactory=1

Twenty-one teachers and 10 other school personnel who came in contact with the pupils in this component were asked to evaluate attitudes of the latter toward school authority, toward peers, and toward themselves. These evaluations were done on a pre and post basis to assess observable change in attitude and self-image. One hundred twenty-three ratings were submitted for 53 pupils. Some counselees were rated by more than one teacher. The results are shown in Table B. Eighteen percent of the ratings indicated improvement in pupil attitudes during the 1967-68 school year.

TABLE B

TEACHER EVALUATION OF PUPIL

ITEM	CHANGE IN ATTITUDE Negative to Positive	 Positive to Negative	 No Change
1. Attitude toward school authority	21	11	91
2. Attitude toward peers	23	11	89
3. Attitude toward self	27	13	83

Table B is based on Form 292D. N = 123

Fifty-two pupils in the component were given a sentence completion instrument pre and post to determine change in attitude toward school authority and toward themselves. A psychometrist evaluated the questionnaires and the results are shown in Table C. This instrument did not indicate appreciable change in pupil attitudes.

TABLE C

CHANGE IN PUPIL ATTITUDE

ITEM	CHANGE IN ATTITUDE Negative to Positive	 Positive to Negative	 No Change
1. Attitude toward school authority	6 (12%)	3 (5%)	43 (82%)
2. Attitude toward self	1 (2%)	7 (13%)	44 (84%)

Table C is based upon Forer Teenage Sentence Completions. N = 52

Responses to a parent questionnaire were received from 39 of the 103 parents of children in the component (Table D).

Not all parents completed all items. Seventy-nine percent indicated that their children talked more about school, 69 percent said that their children discussed future educational or vocational plans, and 72 percent stated that their children participated in new activities.

TABLE D

PARENT RESPONSES

QUESTIONS	YES	NO
Does your child talk more about school this semester?	31	8
Does your child talk more about future educational or vocational plans?	27	11
Does he participate in new activities?	28	9

N = 39

Table D is based on Form 292B.

Parents were invited to comment on the program. Sample responses included:

> "Laney has talked a lot more about his school work and he is doing better."
>
> "She has learned more and taken part in more activities."
>
> "I am pleased to know that the city schools have such a program where students may voice their opinions and perhaps complaints."
>
> "He has made a definite improvement in his interest in school."
>
> "My child is very happy with this program."
>
> "His conduct is better."
>
> "I think the counseling sessions are wonderful and should definitely be continued."
>
> "The student says that it's too boring, that you lose too much of other classes."

4.23 Objectives: To identify specific strengths and weaknesses of the project.

On a scale from 1-4 (Poor to Good), the median rating of the effectiveness of this component by four staff members was 4.0. Comments on the strengths of the component included:

> "Allows for interaction among peers, allows for the reduction of intensity of feelings that block learning, and gives the opportunity to learn about and test new social skills in situations of low threat."
>
> "Provides the handicapped child with an outlet."
>
> "Group counselor well liked by pupils and staff. Objective, warm, encouraging."
>
> "The behavior of certain students has become less negative... in some cases, better communication between student and teachers."
>
> "Excellent opportunity for young people to evaluate themselves and their behavior."

Staff observations regarding weaknesses of the program included:

-Need for new assessment devices

-Excessive absenteeism of pupils due to their physical problems

-Need for inservice training of school staff throughout the school year

-Difficulties encountered due to reticence of some younger pupils to enter group discussions

4.30 Outcomes

Report card information indicated minimal change in subject and citizenship grade point averages.

Eighteen percent of the teacher ratings of pupils indicated improvement in pupil attitudes.

The sentence completion instrument indicated a positive change in approximately 12 percent of the pupils in attitude toward school authority and 2 percent in attitude toward self. It also revealed negative change of 13 percent in pupil attitude toward self.

Responding parents reported the following changes in pupil behavior: 79 percent talked more about school, 69 percent increased discussions about future plans, and 72 percent participated in new nonschool activities.

Staff members rated the effectiveness of the component as good.

5.00 CONCLUSIONS

Assessment devices revealed only small positive and negative changes in pupil attitudes toward school authority and self. The component had minimal effect on pupil subject and citizenship marks.

Parents were supportive of the component.

Staff members felt that the component contributed positively to school adjustment.

Staff members rated the component as effective.

6.00 RECOMMENDATIONS

Develop new instruments for the measurement of possible attitude changes related to group counseling.

Continue inservice education for group counselors.

Improve assignment of pupils to groups to promote more active participation of younger pupils.

ESEA Special Education Design #292

COMPONENT: Group Counseling

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To change (in a positive direction) the children's attitudes toward school and education	Subject and citizenship marks Teacher ratings of pupil attitudes	Pupil Personnel Information (293A) Teacher Evaluation of Pupil (292D)	Pre and post comparison of marks earned prior to the program with end of the year Teacher pre and post evaluations of pupils in terms of objectives
To improve the children's self-image	Change in pupil attitudes and self-concepts	Forer Teenage Sentence Completions	Pre and post comparison
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Parent Questionnaire (292B) Staff Evaluation (291C)	Parent evaluation of component and pupil progress Administrators and component staff

PROJECT NAME Group Counseling **Code** 292

Beginning date September 11, 1967 **Ending date** June 14, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	15	
8	17	
9	22	
10	12	
11	15	
12	22	
Ungraded		
TOTAL	103	

NUMBER OF ADULT PARTICIPANTS

School Personnel 1

Parents

Community Personnel

PROJECT COST $21,000

STUDENT ACHIEVEMENT CENTER

Special Education Branch

1.00 DESCRIPTION

This continuing component was designed to improve the fundamental academic skills of physically handicapped pupils. Three adjacent classrooms at the newly constructed Widney High School were utilized for the component.

Guidelines for selection of pupils were based upon specific needs. Reading improvement was recommended for more capable readers with above average intelligence. Students with insufficient oral English skill received instruction in either standard oral English or English as a second language. Remedial classes in social studies and basic mathematics were also offered. Pupils enrolled in either one or two subjects. A part-time counselor and a school-community coordinator assisted the three Student Achievement Center (SAC) teachers.

2.00 OBJECTIVES

-To improve performance as measured by standardized achievement tests

-To change (in a positive direction) the children's attitudes toward school and education

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at Widney High School for the physically handicapped.

3.20 Pupils

The Student Achievement Center served 103 pupils from the seventh through the twelfth grades who were selected as a result of testing and recommendation from teachers and staff.

3.40 Activities

3.41 Staff Activities

In addition to teaching reading improvement, mathematics, and social studies, the ESEA teachers participated with the regular school staff at meetings to discuss SAC activities in relation to the total school program.

3.42 Pupil Activities

Individual and small-group instruction were provided to help raise academic achievement. Pupils were assigned to regular daily classes. They used specialized materials provided by teachers for home study.

3.60 Personnel and Logistical Problems

The handicapped pupils were unable to utilize standardized answer sheets in the testing phase. Consumable manual form test booklets were provided for these pupils.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil scores on standardized achievement tests, pupil subject and citizenship marks, teacher ratings of pupil attitudes, and staff ratings of component effectiveness. There was no control group.

The following instruments were employed to collect information on the variables:

-Form 291C, Staff Evaluation

-Form 293A, Pupil Personnel Information

-Form 293B, Parent Questionnaire

-Form 293D, Teacher Evaluation of Pupil

-Metropolitan Achievement Tests, Form A

4.20 Attainment of Objectives

4.21 Objective: To improve performance as measured by standardized achievement tests.

4.22 Objective: To change (in a positive direction) the children's attitudes toward school and education.

The Metropolitan Achievement Tests were administered pre and post to pupils in the component. Various subtests were administered to pupils depending upon whether they were taking mathematics, reading improvement, oral English, or English as a second language. Some pupils took more than one SAC class. In some instances, pupils taking more than one SAC class took more than one level of tests. Results of all testing, except for English as a second language, are shown in Table A. A comparison of mean raw scores revealed growth in most areas at all levels of the test. Largest gains were made in the following areas: elementary level "Arithmetic Computation"; intermediate level "Spelling", "Language", and Arithmetic "Problem Solving"; and advanced level "Word Knowledge".

TABLE A

MEAN SCORES ON THE METROPOLITAN ACHIEVEMENT TESTS

LEVEL AND SUBTEST	N	PRE MEAN	POST MEAN
ELEMENTARY			
Word Knowledge	19	27.8	30.1
Word Discrimination	19	22.8	25.2
Reading	19	24.6	27.8
Spelling	3	25.3	25.6
Usage	3	15.3	15.3
Punctuation and Capitalization	3	24.7	27.0
Arithmetic Computation	3	33.7	41.7
Problem Solving	3	21.7	22.0
INTERMEDIATE			
Word Knowledge	2	47.5	49.5
Reading	2	37.0	37.5
Spelling	7	33.3	37.4
Language	7	44.3	48.4
Arithmetic Computation	7	31.6	34.3
Problem Solving	7	29.7	36.4
ADVANCED			
Word Knowledge	8	37.1	43.3
Reading	8	35.4	37.0

Table A is based on Form 293A.

Bilingual pupils with insufficient English skills for their grade level received instruction in English as a second language. These pupils were administered specific subtests of the Metropolitan Achievement Tests on a pre and post basis. The results shown in Table B indicate gains in spelling, punctuation, and capitalization.

TABLE B

MEAN SCORES OF BILINGUAL PUPILS ON THE METROPOLITAN ACHIEVEMENT TESTS

LEVEL AND SUBTEST	N	PRE MEAN	POST MEAN
ELEMENTARY			
Spelling	10	9.5	17.0
Usage	9	12.1	11.0
Punctuation and Capitalization	9	10.4	15.4

Table B is based on Form 293A.

SAC pupils were evaluated by their teachers in five areas relating to attitudes. In June, the teachers rated pupils using the criteria shown in Table C according to the following instructions:

1. If the student was satisfactory all year, check No Change, positive.
2. If the student was unsatisfactory all year, check No Change, negative.
3. If the student changed from unsatisfactory to satisfactory, check Change, positive.
4. If the student changed from satisfactory to unsatisfactory, check Change, negative.

Thirty-seven to 62 percent of the 81 pupils who were enrolled for the full year were rated as having changed their attitudes from negative to positive.

TABLE C

TEACHER EVALUATION OF PUPIL

ITEM	POSITIVE to POSITIVE	NEGATIVE to NEGATIVE	NEGATIVE to POSITIVE	POSITIVE to NEGATIVE
Starting to work promptly	23	8	46	4
Making best use of class time	23	5	50	3
Cooperating in your class	29	5	44	3
Showing respect for others	36	4	37	4
Accepting his physical limitations	44	5	30	2

Table C is based on Form 293D. N=81

A comparison was made of the means of school subject grade-point averages and citizenship grade-point averages for pupils who spent the full year in the component. Marks for some pupils were not available for the year previous to entering the District. Table D summarizes the comparisons of the 1967 spring semester (the semester prior to the pupil's entrance into the SAC component) with the 1968 spring semester. Over the full year, the mean for both subject and citizenship marks increased.

TABLE D

COMPARISON OF MEANS OF REPORT CARD DATA

ITEM	SPRING 1967	SPRING 1968
Subject marks	2.44	2.52
Citizenship	2.24	2.47

Table D is based on Form 293A. N=44

Subject grade points: A=4, B=3, C=2, D=1, F=0
Citizenship grade points: Excellent = 3, Satisfactory = 2, Unsatisfactory = 1

Parents of SAC pupils were requested to answer a questionnaire on their reactions to the component. Thirty-four of the 70 parents responded. Parents indicated that the school subjects that their children liked best were: English (9), typing (7), mathematics (5), reading (4), physical education (3), and biology (2).

The subjects the pupils liked least were: English (3), Spanish (3), history (3), mathematics, government, and physical education (2), reading, art, and geography (1).

In reply to the question "How much time does your child spend on reading each week?" parents gave the following estimates in hours: over five (5), four to five (6), three to four (6), two to three (2), one to two (7), under one (8).

Thirty-five of the 37 parents responding spoke favorably of the component, giving it positive support. Specific comments by some parents included:

> "I find him doing voluntary reading now, which he didn't do before. Could read more, but is showing more interest in reading."
>
> "I feel that his one semester in the SAC program helped his interest and aptitude in reading tremendously."
>
> "His reading speed was increased with no apparent loss of comprehension. It is an excellent opportunity for the children."
>
> "This program has been a help to my children."
>
> "I am very pleased with most of the teachers and attendants."
>
> "I would like to know just what ESEA is and how it is affecting my child."

4.23 Objective: To identify specific strengths and weaknesses of the project.

On a scale from 1-4 (Poor to Good), the median rating of the effectiveness of this component by four supervisors was 3.0 .

Comments by staff members on the strengths of the component included:

> "Excellent opportunity to diagnose learning problems of individual underachievers and to try to correct them through individual or small group help."
>
> "Allows for small disability grouping. Allows for individualized instruction. Allows for much teacher-pupil involvement and interaction."
>
> "Stresses fundamentals in reading and mathematics."
>
> "Bringing into the school program the 'new' methods and machines available to the teacher."

Staff observations regarding weaknesses of the program included the need for:

- Improvement of preservice education
- Better selection of pupils
- Overcoming difficulties in programming pupils into subject areas other than reading and English

4.30 Outcomes

A small positive change in subject citizenship marks was noted for the school year.

Greatest pupil gains on achievement tests were in elementary level "Arithmetic Computation", intermediate level "Problem Solving", and advanced level "Word Knowledge".

Bilingual pupils showed gains in spelling, capitalization, and punctuation.

Teacher evaluation of pupil attitudes indicated that from 37 to 62 percent of the pupils improved.

Ninety-five percent of parents responding supported the component.

5.00 CONCLUSIONS

The majority of pupils showed gains as measured by the Metropolitan Achievement Tests.

Bilingual pupils showed gains in the mechanics of English.

Teacher evaluation of pupil attitude indicated improvement in five predetermined categories.

The component had minimal effect on pupil subject and citizenship marks.

Parents who responded indicated approval of the component.

6.00 RECOMMENDATIONS

Establish a committee for pupil selection.

Follow clear-cut guidelines in the selection of pupils.

Incorporate SAC reading and English into the District Special Education program.

ESEA Special Education Design #293

COMPONENT: Student Achievement Center

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve performance as measured by standardized achievement tests	Standardized test scores, subject marks	Metropolitan Achievement Tests Pupil Personnel Information (293A)	Pre and post comparison
To change (in a positive direction) the children's attitudes toward school and education	Teacher ratings of pupil attitudes and citizenship marks	Teacher Evaluation of Pupil (293D)	Teacher evaluation of pupils in terms of objectives
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Parent Questionnaire (293B) Staff Evaluation (291C)	Parent evaluation of component and pupil progress Administrators and component staff

PROJECT NAME Student Achievement Center **Code** 293

Beginning date September 11, 1967 **Ending date** June 14, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7	30	
8	8	
9	26	
10	24	
11	8	
12	7	
Ungraded		
TOTAL	103	

NUMBER OF ADULT PARTICIPANTS

School Personnel	4
Parents	
Community Personnel	

PROJECT COST $37,000

ELEMENTARY READING IMPROVEMENT

Special Education Branch

1.00 DESCRIPTION

This continuing component was designed to improve the reading skills and/or speech patterns of physically handicapped, culturally disadvantaged, elementary school pupils. Pupils reported to special classrooms at specified times daily for one period of individual instruction. Small group size (from three to nine pupils) permitted diagnosis in depth and the use of varied techniques to improve performance and to develop positive attitudes toward reading. Pupils, from 4 to 13 years old, were selected by a screening committee consisting of the regular classroom teacher, the school counselor, and the reading improvement teacher. Selection criteria included average learning potential and pupil need for small group instruction. A reading consultant and a school-community coordinator were assigned part time to the component.

2.00 OBJECTIVES

-To improve performance as measured by standardized achievement tests

-To improve the verbal functioning level of the children

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

The component was conducted from September 11, 1967 through June 14, 1968 at the Pacific Boulevard School for the physically handicapped.

3.20 Pupils

Approximately 73 pupils from preschool through sixth grade were enrolled.

3.40 Activities

3.41 Staff Activities

An inservice education workshop consisting of three one-hour meetings was provided to increase the skills of teachers in assessing the reading needs of pupils. Audio-lingual language techniques and new knowledge in linguistics were emphasized.

3.42 Pupil Activities

In addition to the small-group reading and language programs, pupils were taught word attack skills, phonics, dictionary use and library skills.

3.50 Specialized Materials, Supplies, and Equipment

Materials included SRA kits, listening centers, and tape recorders.

3.60 Personnel and Logistical Problems

Because of pupil handicaps, one ESEA teacher had to take time to go to regular classes and bring pupils in their wheelchairs to her specialized classroom.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: pupil subject marks, pupil scores on standardized achievement tests, and staff ratings of component effectiveness. There was no control group.

The following instruments were employed to collect information on the variables:

- -Form 021A, English Proficiency Test (Oral test for bilingual pupils)
- -Form 291C, Staff Evaluation (of the component)
- -Form 293A, Pupil Personnel Information
- -Form 294B, Parent Questionnaire
- -Metropolitan Achievement Tests, Form A

4.20 Attainment of Objectives

4.21 Objective: To improve performance as measured by standardized achievement tests.

4.22 Objective: To improve the verbal functioning level of the children.

Table A compares report card subject marks for the semester ending June 1967 with those for the semester ending January 1968. The mean grade-point average was obtained for only 15 pupils for the following reasons: records for new pupils from outside the district did not contain comparable marks, some pupils transferred to different schools during the year, and some pupils were graded through a procedure that used comments instead of marks.

TABLE A

COMPARISON OF MEANS OF REPORT CARD DATA

ITEM	SPRING 1967	FALL 1967	CHANGE
Subject Marks (GPA)	2.19	2.43	+ .24

N = 15

Table A is based on Form 293A.
Subject grade points: A=4, B=3, C=2, D=1, F=0.

Metropolitan Achievement Tests were administered at the beginning and end of the school year to 32 pupils in the reading improvement component. Three levels were given, depending on pupil age (Table B). A comparison of mean raw scores revealed growth in all areas. Largest gains were made in the subtests titled "Reading" at the Primary I and Primary II levels. Combined gains at the Primary I level exceeded gains at the other levels.

TABLE B

MEAN SCORES ON THE METROPOLITAN ACHIEVEMENT TESTS

LEVEL AND TEST	N	PRE MEAN	POST MEAN	CHANGE
Primary I (Grade 1)				
Word Knowledge	10	17.0	25.9	+ 8.9
Word Discrimination	10	16.0	25.1	+ 9.1
Reading	10	6.0	16.6	+10.6
Primary II (Grade 2)				
Word Knowledge	5	19.6	27.2	+ 7.6
Word Discrimination	5	24.8	30.0	+ 5.2
Reading	5	19.8	31.0	+11.2
Spelling	5	13.4	21.2	+ 7.8
Elementary				
Word Knowledge	17	20.4	28.9	+ 8.5
Word Discrimination	16	18.5	23.3	+ 4.8
Reading	17	14.9	22.7	+ 7.8
Spelling	17	18.5	26.4	+ 7.9

Table B is based on Form 293A.

The English Proficiency Test was given orally to 12 bilingual pupils who were part of an oral language instructional section. Eight of these pupils answered from 93 to 100 percent of the questions correctly on a pretest. This lack of spread precluded the utilization of the instrument on a posttest.

4.23 Objective: To identify specific strengths and weaknesses of the project.

Eleven of 24 parents whose children were enrolled during the spring semester responded to a questionnaire on the component. Table C indicates that these parents felt that their children had read more at home during the semester than they had read in the past.

TABLE C

PARENT RESPONSES

QUESTIONS	YES	NO
Does your child like to read?	10	1
Has your child read more at home this semester than in the past?	11	0
Do you keep reading materials at home that your child can read?	11	0
Has your child shown any interest in visiting a public library?	5	6
Is there a quiet place at home where your child may sit and read?	10	1

Table C is based on Form 294B. N = 11

Parents were invited to comment on the program. All comments were favorable and sample responses included:

> "I am extremely pleased with my child's interest in reading and the progress he has made since taking the class."
>
> "I believe this program has helped my daughter very much."
>
> "I think the reading improvement classes have helped my child to do better in all of her classes."

Five staff members rated the effectiveness of the component as 3.5 on a 1-4 scale (Poor to Good). Their observations on the strengths of the component included:

> "Definite growth in reading which could be measured."
>
> "Small groups accomplish more, and in a shorter period of time."

> "Bilingual and preschool pupils are given assistance in developing communication skills."

The following weaknesses were noted:

> "Insufficient time allotted for follow-up conferences with the teachers involved with the children."
>
> "Provides for only a limited number of pupils."
>
> "No substitute for the teacher when absent."

The following recommendations were made:

> "Set aside time for demonstration lessons for inservice education of other teachers."
>
> "Test early for new referrals. Have more exchange of ideas among the total school staff."
>
> "Revise component to include teacher training."

4.30 Outcomes

A positive change in subject marks was noted for the school year.

Pupils taking the Primary I and II test levels of the Metropolitan Achievement Test made their largest raw score gains in the "Reading" subtest.

Largest gains at the Elementary test level were made in the "Word Knowledge" subtest.

Pupil growth occurred in all subtests at each level.

Oral language test scores were uniformly high on the pretest, so no posttest was given.

Staff members rated the effectiveness of the component as good.

Parents who responded indicated that their children read more during the year than in the past.

5.00 CONCLUSIONS

Test results indicated improvement in reading levels for most pupils.

The English Proficiency Test was not appropriate for the group to which it was administered.

Parents who responded indicated approval of the component.

Staff members rated the component as effective.

6.00 RECOMMENDATIONS

Include teacher training and program development as integral parts of the component.

Plan for demonstration lessons for inservice education of other teachers.

Test early for new referrals.

Utilize a different test for bilingual pupils.

ESEA Special Education Design #294

COMPONENT: Elementary Reading Improvement

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve performance as measured by standardized achievement tests	Achievement test scores, subject marks	Metropolitan Achievement Tests Pupil Personnel Information (293A)	Pre and post comparison
To improve the verbal functioning level of the children	Oral language test score	English Proficiency Test Part I and Part II (021A)	Pre and post comparison
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Parent Questionnaire (294B) Staff Evaluation (291C)	Parent evaluation of component pupil progress Administrators and component staff

PROJECT NAME Elementary Reading Improvement Code 294

Beginning date September 11, 1967 Ending date June 14, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool	6	
K	4	
1		
2	3	
3	4	
4	5	
5	9	
6	11	
7		
8		
9		
10		
11		
12		
Ungraded	31	
TOTAL	73	

NUMBER OF ADULT PARTICIPANTS

School Personnel	4
Parents	
Community Personnel	

PROJECT COST $ 33,000

EDUCATIONAL DIAGNOSTIC CENTER

Special Education Branch

1.00 DESCRIPTION

This continuing component gathered essential data on multiply handicapped, culturally disadvantaged, elementary school pupils so as to identify and ameliorate deficiencies in fundamental academic skills. A counselor, assisted by a teacher, assessed each newly-enrolled pupil's educational, perceptual, and emotional development. A school-community coordinator conferred with parents to provide information on the ESEA program. The counselor made recommendations to the principal concerning pupil placement.

2.00 OBJECTIVES

-To identify specific assets and limitations relating to the learning process

-To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at Pacific Boulevard School for the physically handicapped and the Bennett School for the deaf.

3.20 Pupils

Ninety-three of the pupils at Pacific Boulevard and 19 of those at the Bennett School were in the diagnostic centers.

3.40 Activities

3.41 Staff Activities

In addition to testing pupils and preparing case studies, the staff participated with the regular faculty in meetings to discuss diagnostic activities in relation to the total school program.

3.42 Pupil Activities

Pupils received specialized services on an individual basis which resulted in more complete assessment and proper class placement.

3.50 Specialized Materials, Supplies, and Equipment

Standardized tests were purchased for administration to each student.

3.60 Personnel and Logistical Problems

After the opening of each semester, the number of students new to each school declined. At this point, the counselor evaluated returning students for whom no previous diagnostic study had been made.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: individual diagnosis and staff ratings of component effectiveness.

The following instruments were used to collect information on the variables:

-Form 291C, Staff Evaluation

-Form 293A, Pupil Personnel Information

4.20 Attainment of Objectives

4.21 Objective: To identify specific assets and limitations relating to the learning process.

A complete individual study was made of 93 pupils. The types of test data gathered for educational diagnosis were dependent upon the individual needs of the pupil. Tests included measures of visual perception and learning disability. All information pertinent to the diagnosis was recorded and filed with the child's cumulative record.

The 93 pupils at Pacific Boulevard School took the Valett Developmental Survey of Basic Learning Abilities. In addition, the following tests were administered (number of pupils is shown in parentheses): Stanford Binet (22), Wechsler Intelligence Scale for Children (7), Illinois Test of Psycholinguistic Abilities (17), Peabody Picture Vocabulary Test (44), Frostig Test of Visual Perception (3), Durrell-Sullivan Reading Capacity and Achievement Tests (3), and the Haeusermann preschool test (3).

Studies for the 19 pupils attending Bennett School were limited to anecdotal records and evaluations in terms of behavior and their need for supervision in class, at recess, and/or during lunch.

Pacific Boulevard School is converting to a non-graded program during the 1968-69 school year. To assist in proper class placement, 68 pupils were evaluated as to subject matter mastery level.

4.22 Objective: To identify specific strengths and weaknesses of the project.

The staff gave the component a rating of 3.5 on a scale from 1-4 (Poor to Good). The supervisor of the program stated that the strengths of the component included:

> "Opportunity to develop methods, tools, and techniques of assessment."

> "Provision for more accurate placement of new pupils."

Comments by counselors and teachers concerning component strengths included:

> "Suggestions given to teachers as to techniques which would improve work with child."
>
> "Makes it possible for school to cope with multi-handicapped and late-entering children who would have formerly been in a hopeless situation or excluded."
>
> "Helps children learn how to learn."
>
> "Encourages ingenuity and flexibility in programming for the whole school."

Component weaknesses noted by counselors and teachers included:

> "Need for more transition groups where children can gradually get used to more usual kind of class. Not enough orientation and pre-training of teachers and aides."
>
> "Reporting procedures are not standardized. Provisions for liaison between diagnostic center teacher and regular teachers are needed. It is difficult for one teacher to cover all areas needing assessment."
>
> "No substitute for teacher when absent."

4.30 Outcomes

Academic assets and learning disabilities were assessed for each pupil.

Individual case studies with appropriate recommendations were completed for the pupils in the component.

Administrators and staff personnel gave strong ratings to the component and acknowledged the benefits that children derived from participation.

5.00 CONCLUSIONS

Case studies of pupils resulted in assessment that produced recommendations for remediation of learning difficulties.

The schools were able to place late-entering children in classes suited to their needs and abilities.

6.00 RECOMMENDATIONS

Improve orientation and inservice training of personnel involved in assessment.

Improve reporting procedures.

Follow-up the appropriateness of pupil placements that have been made.

Provide for closer liaison between diagnostic center teachers and regular teachers.

Expand program assessment to determine effectiveness of diagnosis and placement.

Incorporate identified strengths of the component in future assessment services for handicapped pupils.

Continue and expand the component.

ESEA Special Education Design #295

COMPONENT: Educational Diagnostic Center

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To identify specific assets and limitations relating to the learning process	Individual test results	Pupil Personnel Information (293A)	Case study recommendations sent to regular teacher and followed up
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Staff Evaluation (291C)	Administrators and component staff

PROJECT NAME Educational Diagnostic Center Code 295

Beginning date September 11, 1967 Ending date June 14, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1	6	
2	3	
3	4	
4	4	
5	1	
6	1	
7		
8		
9		
10		
11		
12		
Ungraded	93	
TOTAL	112	

NUMBER OF ADULT PARTICIPANTS

School Personnel	8
Parents	
Community Personnel	

PROJECT COST $ 55,000

PRESCHOOL CLASS FOR EDUCATIONALLY HANDICAPPED - NONPUBLIC SCHOOLS

Special Education Branch

1.00 DESCRIPTION

This new component was designed to help culturally disadvantaged pupils who had been excluded from public schools or had not reached the compulsory school attendance age of eight years. These pupils were served by a private school that provided educational, social, and physical training. The curriculum was innovative and had as its purpose the amelioration of such behavioral and emotional problems as autism, aggression, withdrawal, and immature language. Pupils were taught in a daily class by a public school teacher and two aides. The director and a clinical psychologist assisted the teacher in establishing the curriculum. Transportation was provided for the pupils who came from disadvantaged areas and were eligible to receive ESEA assistance.

2.00 OBJECTIVES

- To improve the children's emotional and social stability and/or that of their families

- To provide inservice education

- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through August 31, 1968 at the Dubnoff School for Educational Therapy, a nonprofit school licensed by the California State Department of Mental Hygiene.

3.30 Nonpublic School Pupils

Nine educationally handicapped children ranging in age from 5 to 8 were enrolled in the class.

3.40 Activities

3.41 Staff Activities

The teachers participated in case conferences with psychologists, speech therapists, and other specialists. The director met with the total school staff once a month to discuss problems and receive feedback.

3.42 Pupil Activities

Children were taught to function in peer groups, to play and use materials cooperatively and purposefully, to improve small muscle coordination, eye-hand coordination, sensory and visual discrimination, and to help themselves. Activities stressed linguistic and auditory skills, including articulation and the ability to follow directions. A speech therapist gave individual help as needed. The group took weekly field trips to public parks, dairy farms, and other community resources.

3.50 Specialized Materials, Supplies, and Equipment

Physical education equipment included climbing apparatus, bicycles, and a trampoline. Class materials included a record player, autoharp, percussion instruments, basal readers, giant number and letter cards, flannel boards, rhyming pictures, and educational toys.

3.60 Personnel and Logistical Problems

Group meetings of parents were difficult to schedule because of transportation problems.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to teacher ratings of pupil behavior and parent and staff ratings of the effectiveness of the component.

The following insturments were employed to collect information on the variables:

-Form 291C, Staff Evaluation (of the component)

-Form 296A, Staff Evaluation (of pupil behavior)

-Form 296B, Parent Questionnaire

4.20 Attainment of Objectives

4.21 Objective: To improve the children's emotional and social stability and/or that of their families.

The teacher observed pupil behavior and rated it once each month. Table A indicates the categories of behavior evaluated and the number of students showing improvement over the 1-year period. All pupils showed improvement in affective areas. One pupil showed no improvement in "attention span", "following directions", "impulse control", or "sociability". All pupils improved in intellectual, perceptual, and motor functioning.

TABLE A

TEACHER OBSERVATION OF PUPIL BEHAVIOR

AREA	No Improvement	Improvement
Perceptual functioning: visual, auditory, space	0	9
Gross motor functioning, e.g. use of playground equipment	0	9
Fine motor functioning, e.g. small objects	0	9
Speech related to age	0	9
Attention span	1	8
Following directions	1	8
Impulse control	1	8
Sociability in class	1	8
Sociability on playground	1	8
Intellectual functioning	0	9

Table A is based on Form 296A. N = 9

Table B reveals that there was a marked reduction of symptoms of maladjustment. Not all pupils had the 4 symptoms listed.

TABLE B

TEACHER OBSERVATION OF PUPIL SYMPTOMS

SYMPTOMS	Does Not Apply	No Improvement	Improvement
Hyperactivity	4	1	4
Overaggressive	5	1	3
Inappropriate noises	6	1	2
Withdrawn	4	0	5

Table B is based on Form 296 A. N = 9

4.22 Objective: To provide inservice education for teachers.

Public school personnel visited the class to observe teaching techniques designed to improve behavior of educationally handicapped primary pupils.

Informal inservice education related to organization, methods, and techniques of remediation was provided by the school director to the teacher on a continuing basis.

During the summer extension of the component, visiting consultants provided 4 sessions of inservice education at the school in the areas of corrective physical education, motor functioning, and psychometric assessment techniques.

The teacher rated the inservice education as good.

4.23 Objective: To identify specific strengths and weaknesses of the component.

Eight of 9 parents replied to a questionnaire concerning the component. Seven felt that their children had been helped by this program. All 8 parents desired to have the program continued. The results are shown in Table C.

TABLE C

PARENT REACTIONS TO COMPONENT

ITEM	Yes	No
1. Do you feel that your child has been helped by this program?	7	1
2. Have you visited the school?	7	1
3. Do you notice any improvement in your child in the following areas?		
a) Physical coordination	4	2
b) Ability to work with small objects	4	3
c) Ability to use crayons, etc.	6	1
d) Speech	5	2
e) Attention span	4	2
f) Following directions	5	2
g) Getting along with others	5	2
4. Would you like to have the program continued?	8	0

Table C is based on Form 296B. N = 8

Specific comments by parents included:

> "I have seen much improvement in his academic ability, but I feel he needs more help with his social behavior. I would like him to remain in this program or one like it."
>
> "He was a very clumsy, awkward child before this class started. Now he is above his older brother."
>
> "Quite often, he's unmanageable, but in the overall picture, it's a tremendous help having him in this school."

Staff members involved with the operation of the component rated its effectiveness on a scale from 1-4 (Poor to Good). The median rating was 3.5. The following comments were made concerning strengths of the component:

> "Provided educational services for pupils who would have been otherwise excluded from any type of schooling. Allowed for the teacher to work with a small group, thereby increasing the educational effectiveness. Has allowed for three of the nine participants to be enrolled in public schools in the 1968-69 school year."
>
> "The program does provide experiences for improvement of the children's emotional and social stability."
>
> "Gains have been made by the group as a whole: academically, socially, and emotionally."

Staff comments on the weaknesses of the program related to discipline problems on the bus transporting pupils and lack of preadmission data on pupils.

4.30 Outcomes

On the basis of teacher observation, all 9 pupils showed improvement in intellectual, perceptual, and motor functioning. Their speech, in relation to age, also improved.

Of those pupils who showed symptoms of emotional instability, improvement was noted in all but 1.

The teacher rated inservice education and supervision as "good".

Seven parents felt that the component helped their children.

The 8 parents who replied to the questionnaire wanted the program continued.

5.00 CONCLUSIONS

Improved pupil behavior was noted by the teacher in affective areas and motor functioning.

Reduction of symptoms of maladjustment was noted for most pupils.

Parents and staff judged the component to be effective.

6.00 RECOMMENDATIONS

Schedule inservice education for District teachers assigned to educationally handicapped pupils in nonpublic schools.

Increase opportunities for such teachers to participate in public school inservice education sessions.

Assist the component teacher in obtaining available preadmission data.

Provide an aide for supervision of pupils being transported by bus.

ESEA Special Education Design #296

COMPONENT: Preschool Class for Educationally Handicapped (NPS)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To improve the children's emotional and social stability and/or that of their families	Teacher ratings	Teacher Evaluation of Pupil (296A)	Estimate of change in behavior
To provide inservice education	Teacher ratings	Staff Evaluation (291C)	Teacher evaluation in terms of objectives
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Parent Questionnaire (296B)	Parent evaluation
		Staff Evaluation (291C)	Administrators and component staff

PROJECT NAME Preschool Class for Educationally Handicapped (NPS) Code 296

Beginning date September 11, 1967 Ending date August 31, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		9
TOTAL		9

NUMBER OF ADULT PARTICIPANTS

School Personnel	3
Parents	
Community Personnel	

PROJECT COST $27,000

CLASS FOR AUTISTIC TRAINABLE MENTALLY RETARDED - NONPUBLIC SCHOOLS

Special Education Branch

1.00 DESCRIPTION

This new component provided individual and group experiences tailored to the needs of culturally disadvantaged, autistic, trainable mentally retarded children. An instructor and an adult aide conducted one class for five hours daily in a classroom provided by a community agency. The agency's Director of Education screened pupils for the activity and provided consultant services and supervision. The teacher attempted to modify behavior of pupils by developing improved self-identification, sensory perception, space orientation, motor skills, oral communication, and reading readiness. Specialized techniques were used to impinge upon the unreal world of the autistic child. Gradually, the children, who ranged in age from seven to 11 years, responded to the realistic demands of the teacher. The assistance of the aide permitted the teacher to provide individual instruction at appropriate times. Eventually, the pupils responded to group instruction. Language aphasia was a concomitant problem and, when pupils started to speak, oral techniques were employed to sharpen speech skills.

2.00 OBJECTIVES

- To modify behavior of autistic and language aphasic children

- To improve the children's self-image

- To provide inservice education

- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 14, 1968 at a branch of the Exceptional Children's Foundation.

3.30 Nonpublic School Pupils

Seven pupils ranging in age from 7 to 11 years were enrolled.

3.40 Activities

3.41 Staff Activities

The Director of Education of the Exceptional Children's Foundation provided guidance to the teacher in the development of curriculum and the preparation of evaluation forms. A professor of psychology from San Jose State College provided two three-hour inservice sessions for the teachers and aides of this institution and other schools and demonstrated methods of modifying the behavior of autistic children.

3.42 Pupil Activities

Pupils were helped to develop sensory perception and conceptual skills through the use of puppets, simulated clocks and calendars, song records, puzzles, and a playstore cash register. Reading readiness was stimulated by the use of phonic word builder sets, sentence builders, reading readiness charts, handwriting charts, and flannel boards. Other activities included the use of easels, tempera, drums, castanets, song bells, and tambourines. Mathematical skills were enhanced by the use of liquid measuring cups, geometric models, and an abacus.

Nutrition and lunch were provided daily and proper eating habits were stressed.

3.50 Specialized Materials, Supplies, and Equipment

The class was supplied with a tape recorder, record player, reading readiness materials, percussion instruments, and educational toys. Classroom furniture and storage cabinets also were provided.

3.60 Personnel and Logistical Problems

When pupils' misbehavior became extreme, either in class or on the school bus, they were sent, for varying lengths of time, to another location. There, a tutor, qualified to work with pupils with severe disorders, supervised them.

The physical separation of the class from the agency office created supervision problems.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: teacher ratings of pupil behavior; parent and staff ratings of the effectiveness of the component.

The following instruments were employed to collect information on the variables:

-Form 291C, Staff Evaluation (of the component)

-Form 296B, Parent Questionnaire

-Form 297A, Teacher Evaluation of Pupil

4.20 Attainment of Objectives

4.21 Objective: To modify behavior of autistic and language aphasic children.

4.22 Objective: To improve the children's self-image.

The teacher observed pupil behavior and rated it once each month. Table A shows the categories of behavior and the number of students showing improvement over the one-year period. One child dropped out at midyear. All pupils showed gains in affective areas (see items 1-6, and 13). Teachers reported improvement in some activities involving self-help (see items 14, 15, and 16). Some symptoms of autism were also reduced. Improvement in four academic areas was minimal (see items 9-12).

Parents noted improvement in speech, following directions, and getting along with others (see Table C).

TABLE A

TEACHER EVALUATION OF PUPIL

AREA	NO IMPROVEMENT	IMPROVEMENT
1. Attention span	0	6
2. General social behavior	0	6
3. Expression of feelings	0	6
4. Participation in groups	0	6
5. Response to verbal directions	0	6
6. Eye contact	0	6
7. Sensory discrimination	0	6
8. Meaningful communication	2	4
9. Written language	3	3
10. Reading comprehension	4	2
11. Spelling	4	2
12. Arithmetic	5	1
13. Response to music	0	6
14. Use of pencils, brushes, crayons	0	6
15. Eating behavior	0	6
16. Clean up after self	0	6
Symptoms		
17. Hyperactive	2	4
18. Lethargic	4	2
19. Dissociated	0	6
20. Inappropriate loud noises	2	4
21. Inappropriate laughter	2	4
22. Fantasy	0	6

Table A is based on Form 297A. N = 6

The teachers maintained anecdotal records and prepared a case study on each child at midyear. These case studies were analyzed in terms of categories of behavior. Results are shown in Table B.

TABLE B

CHANGE IN BEHAVIOR

CATEGORY OF BEHAVIOR	NUMBER OF PUPILS IMPROVING
Promptness in putting away materials	6
Care of belongings	5
Health habits	5
Response to teacher directions	4
Following classroom procedures	4
Ability to speak	3
Courtesy to adults and other children	2

Table B is based on Form 297A. N = 6

Teacher comments from anecdotal records included:

"Makes very sincere attempts to follow directions."

"Eats lunch without being prompted. Completes assigned tasks."

"Verbal communication continues to improve."

"Does many independent tasks in classroom such as helping classmates with their coats."

4.23 Objective: To provide inservice education.

The Director of Education for the Exceptional Children's Foundation provided regular inservice education and supervision for the teacher and aide.

An institute session was held in the spring at which time a consultant from San Jose State College demonstrated new methods of teaching autistic children. District ESEA teachers and other teachers attending the session commented that the techniques observed were helpful in assisting autistic children to face reality. They noted that the program showed excellent advance planning and organization.

On a scale from 1-4 (Poor to Good), the teacher gave inservice education a rating of 4.0.

4.24 Objective: To identify specific strengths and weaknesses of the project.

Six parents replied to a questionnaire concerning the component. All felt that their children had been helped by this program. The results are shown in Table C.

TABLE C

PARENT RESPONSES

ITEM	YES	NO
1. Do you feel that your child has been helped by this program?	6	0
2. Have you seen the class in operation?	4	2
3. Do you notice any improvement in your child in the following areas?		
a) Physical coordination	6	0
b) Ability to work with small objects	6	0
c) Ability to use crayons, etc.	6	0
d) Speech	6	0
e) Attention span	6	0
f) Following directions	6	0
g) Getting along with others	6	0
4. Would you like to have the program continued?	6	0

Table C is based on Form 296B.

N = 6

Specific comments from parents included:

"My child looks forward to going to class every morning. He likes to work with other children."

"I feel that the school is very necessary and helpful for the autistic children."

"Child does not speak, but is making more sounds and attempting to speak."

"I'm very satisfied with the job that the teacher is doing."

Staff members involved with the operation of the component rated its effectiveness on a scale from 1-4 (Poor to Good). The median rating was 3.8. The following comments were made concerning strengths of the component:

"Provided educational services for pupils who would have been otherwise excluded from any type of schooling. Allowed the teacher to work with a small group, thereby increasing educational effectiveness. Three pupils improved sufficiently to be accepted for public school enrollment in the fall 1968."

> "This kind of intervention modifies behavior of autistic children, thus eliminating need for hospitalization."
>
> "Effective techniques to reduce or eliminate bizarre behavior in children."

Staff comments on the weaknesses of the component related to the difference in degree of autism in the class, the need for a separate class for younger pupils, and administrative problems attendant to supervising the class on a nonpublic school site.

4.30 Outcomes

The six pupils who participated for the full year showed improvement in 13 of 22 predetermined areas of behavior and achievement in which the teacher kept records.

Each of the six pupils improved in those areas stressing self-help.

Four of six pupils showed a reduction in the severity of the following symptoms: hyperactivity, dissociation, inappropriate loud noises, inappropriate laughter, and fantasy.

Improvement in four academic areas was minimal.

The teacher felt that the inservice session was helpful.

Parents were unanimous in their support of the component.

Three of the children were accepted for enrollment in public schools in the fall 1968.

5.00 CONCLUSIONS

Improved pupil behavior was noted by the teacher in areas designated for evaluation.

The greatest improvement occurred in affective areas.

A reduction in varying degrees of the symptoms of autism was noted for all pupils.

The least improvement occurred in academic areas.

Three pupils improved sufficiently to attend regular school.

6.00 RECOMMENDATIONS

Consider enrolling pupils with a similar degree of autism in the same class.

Initiate this type of class for younger pupils.

Follow-up inservice presentations to ascertain the extent to which teachers use the techniques or methods demonstrated.

Locate the class on the main campus of the Exceptional Children's Foundation.

ESEA Nonpublic Special Education Design #297

COMPONENT: Class for Autistic Trainable
Mentally Retarded (NPS)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To modify behavior of autistic and language aphasic children	Teacher ratings	Teacher Evaluation of Pupil (297A)	Estimate of change in behavior
To improve the children's self-image	Teacher ratings	Teacher Evaluation of Pupil (297A)	Estimate of pupil attitude toward self
To provide inservice education	Teacher ratings	Staff Evaluation (291C)	Teacher evaluation in terms of objectives
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Parent Questionnaire (296B) Staff Evaluation (291C)	Parent evaluation of component Administrators and component staff

PROJECT NAME Class for Autistic Trainable Mentally Retarded (NPS) Code 297

Beginning date September 11, 1967 Ending date June 14, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		7
TOTAL		7

NUMBER OF ADULT PARTICIPANTS

School Personnel	3
Parents	
Community Personnel	

PROJECT COST $ 20,000

COMMUNICATIVE DISORDERS CLINIC - NONPUBLIC SCHOOLS

Special Education Branch

1.00 DESCRIPTION

This new component provided audiological examinations and evaluations to culturally disadvantaged children with suspected hearing loss. An audiologist located at the Center for the Study of Speech and Hearing of the University of Southern California (USC) evaluated the children. Referral procedures were established by the director, and eligible pupils from nonpublic schools received these services.

One day each week the audiologist visited the Los Angeles County - University of Southern California Medical Center children's unit to test hospitalized patients. A case study, including recommendations, was prepared for each child and sent to the original referent.

2.00 OBJECTIVES

- To identify specific assets and limitations relating to the learning process (speech and hearing)
- To identify specific strengths and weaknesses of the project

3.00 IMPLEMENTATION

3.10 Duration of Component and Number of Schools

This component was conducted from September 11, 1967 through June 30, 1968 at the Center for the Study of Speech and Hearing of the University of Southern California.

3.30 Nonpublic School Pupils

Of the 173 children examined and evaluated as of June 14, 1968, 150 were nonpublic school pupils.

3.40 Activities

3.41 Staff Activities

The audiologist received guidance from the director of the speech and hearing center in setting up procedures for the implementation of the component. She made 26 visits to the children's unit of the Los Angeles County-University of Southern California Medical Center in addition to evaluations made at the USC campus center. Portable equipment was used for making hearing evaluations at the off-campus site.

3.42 Pupil Activities

Pupils were evaluated to pinpoint the type of severity of hearing loss. Speech and voice were also tested. Two soundproof chambers were available for this purpose.

3.50 Specialized Materials, Supplies, and Equipment

Equipment loaned by the university included Grason-Stadler, Beltone, and Eckstein audiometers, tape recorders, and soundproof booths. Equipment purchased with ESEA funds included an Eckstein portable audiometer, tape recorder, testing materials, and office equipment. The waiting room contained toys and children's books.

3.60 Personnel and Logistical Problems

Delays occurred in the implementation of this new component. Insufficient publicity resulted in a limited number of pupils for testing. This problem was rectified by expanding the component to include public school pupils and hospitalized children residing in the target area. Pupil transportation was a problem throughout the year. To increase the number of pupils served, the District provided pupil transportation to the clinic during July and August.

4.00 EVALUATION

4.10 Design

Component objectives were evaluated according to the following variables: staff ratings of the effectiveness of the component and individual pupil data.

The following instruments were used to collect information on the variables:

- Form 291C, Staff Evaluation
- Form 298A, Evaluation Record (of pupil audiological examination)

4.20 Attainment of Objectives

4.21 Objective: To identify specific assets and limitations relating to the learning process (speech and hearing).

A complete individual study was made of each of the pupils referred to the center. The type of test data gathered depended on the individual needs of the pupil. Information pertinent to the diagnosis was recorded on an individual clinic form. Of the 173 children tested, Table A reveals that 119 were diagnosed as having hearing loss. Of these, 33 had a unilateral and 86 a bilateral hearing loss.

Table B shows the audiologist's recommendations for those pupils tested before June 14, 1968. Multiple recommendations were made for some pupils, depending upon diagnosis.

TABLE A

HEARING EVALUATION

TYPE OF LOSS	N	MILD	MODERATE	SEVERE	PROFOUND
Conductive	23	10	10	3	0
Sensori-neural	74	20	18	14	22
Mixed	11	6	1	3	1
Unknown	11	6	1	2	2
No loss	54				
	173	42	30	22	25

Table A is based on Form 298A.

TABLE B

AUDIOLOGIST'S RECOMMENDATIONS FOR PUPILS

RECOMMENDATIONS	FREQUENCY
Otological Evaluation	57
Hearing Aid and Orientations	52
Follow-Up Hearing Tests	75
Speech Reading	6
Preferential Seating	20
Further Speech and Voice Evaluation	43
No Recommendation	30

N = 173

Table B is based on Form 298A.

4.22 Objective: To identify specific strengths and weaknesses of the component.

Staff members involved with the operation of the component rated its effectiveness on a scale from 1 - 4 (Poor - Good). The median rating was 4.0 . The director of the center, the audiologist, the speech clinician, and the District supervisors noted as component strengths such elements as modern equipment, soundproof rooms, and the skill of the audiologist.

The audiologist considered one of the strengths to be cooperation of nurses in the nonpublic schools and personnel in the Special Education Branch of the Los Angeles City Schools. Staff comments on weaknesses centered on referral procedures and publicity. Initially, (1) too few families were aware of the service, (2) referral forms did not provide pupil health data, and (3) lack of a speech clinician during the early part of the year hampered language evaluation. The staff also recommended providing medical services in specific situations.

4.23 Supplemental Data (See Tables C and D, Addendum C)

Tables C and D categorize pupils by age, sex, and referring agency. Data were gathered through the ninth school month for all pupils served. During the summer extension of the component, speech pathologists were added to give articulation and language evaluations. Approximately 253 additional pupils were given preliminary screening tests.

4.30 Outcomes

Extensive hearing evaluations were conducted with 173 pupils.

Sixty-seven percent of the pupils referred had a hearing loss.

Thirty-three percent were advised to seek medical evaluations.

Hearing aids were recommended for 30 percent.

Thirty-two percent of those evaluated were pre-school children.

Fifty-seven percent of the children were evaluated with a portable unit while confined to the county hospital.

Staff members gave the component a maximum rating for effectiveness.

5.00 CONCLUSIONS

Referral sources were accurate in their selection of pupils needing hearing examinations, since the majority of pupils were diagnosed as having hearing loss.

The audiologist provided pupils with orientation in the effective use of hearing aids (differing according to type of hearing problem) to enhance classroom learning.

Multiple recommendations were made for 50 percent of the pupils in a comprehensive attempt to remedy their handicaps.

The availability of a portable unit provided a considerable number of hospitalized children with hearing evaluations.

6.00 RECOMMENDATIONS

Improve initial referral procedures to provide a backlog of pupils.

Strengthen procedures by having the nonpublic schools provide health data for referred pupils.

Assign speech pathologists and clinicians to the component.

Provide medical services when recommended by the staff.

Increase publicity to pupils and parents concerning the availability of component services.

4

ESEA Nonpublic Special Education Design #298

COMPONENT: Communicative Disorders Clinic-
Speech and Hearing Evaluation (NPS)

OBJECTIVES	DEPENDENT VARIABLES	ASSESSMENT DEVICES	COMMENTS
To identify specific assets and limitations relating to the learning process (speech and hearing)	Record of individual audiological examination	Evaluation Record (298A)	Individual case study
To identify specific strengths and weaknesses of the project	Ratings of component effectiveness	Staff Evaluation (291C)	Administrators and component staff

PROJECT NAME Communicative Disorders Clinic (NPS) **Code** 298

Beginning date September 11, 1967 **Ending date** August 31, 1968

Grade Level	PUPIL ENROLLMENT	
	Public	Nonpublic
Preschool		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded	23	150
TOTAL	23	150

NUMBER OF ADULT PARTICIPANTS

School Personnel 3

Parents

Community Personnel

PROJECT COST $ 28,000

TABLE C

AGE AND SEX

AGES	BOYS	GIRLS	TOTAL
Under 5	31	25	56
5-8	36	17	53
9-11	27	7	34
12-14	12	10	22
15-16	3	5	8
	109	64	173

Table C is based on Form 298A.

TABLE D

REFERRING AGENCIES

AGENCY	TOTAL
L.A. County - USC Medical Center	98
Nonpublic schools (parochial)	37
Nonpublic schools (other)	15
Public schools	23

Table D is based on Form 298A.

N = 173

APPENDIX

LIST OF STANDARDIZED TESTS

COMPONENT	NAME OF TEST	LEVEL	WHEN GIVEN	
292	Forer Teenage Sentence Completions	Secondary	10-67	5-68
	Metropolitan Achievement Tests			
293	Elementary - Form A	Jr. High	10-67	5-68
	Intermediate - Form A	Jr. High	10-67	5-68
	Advanced - Form A	Sr. High	10-67	5-68
294	Primary I - Form A	Elementary	10-67	5-68
	Primary II - Form A	Elementary	10-67	5-68
	Elementary - Form A	Elementary	10-67	5-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ENGLISH PROFICIENCY TEST

Part I - Listening Comprehension

Name ______________________________ Age ________ Grade ________

School ______________________________ Date ______________________

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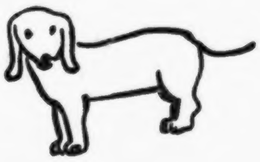

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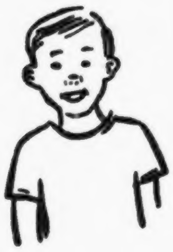

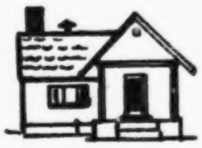

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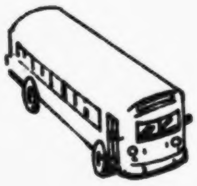

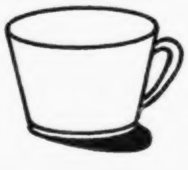

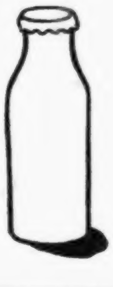

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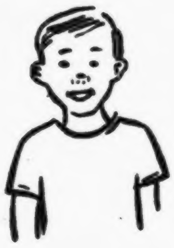

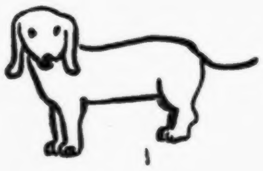

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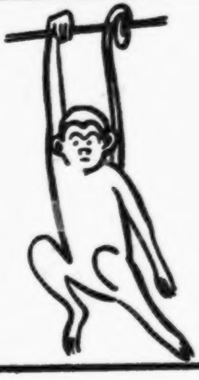

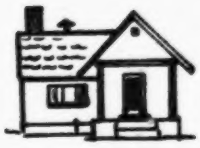

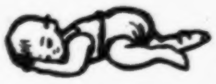

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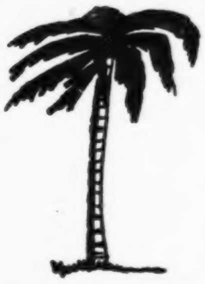

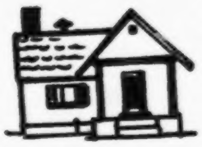

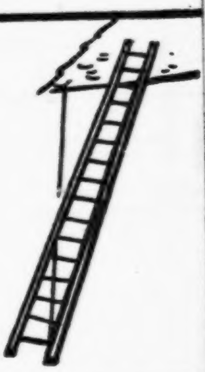

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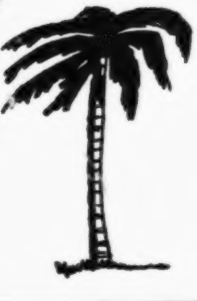

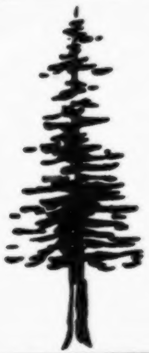

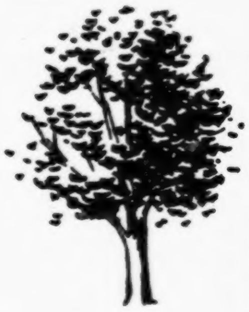

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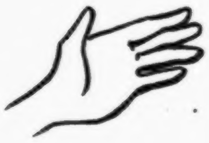

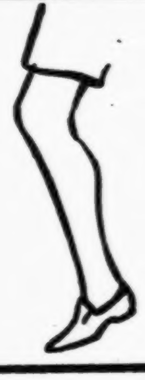

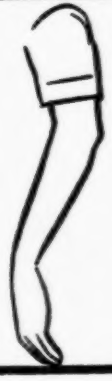

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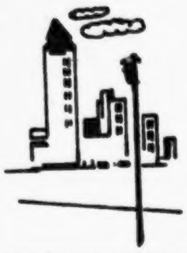
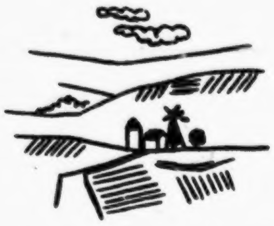
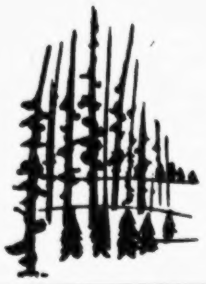

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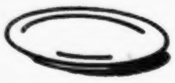
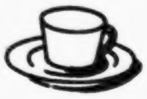
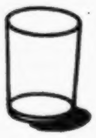

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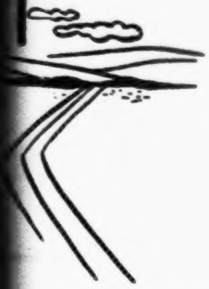
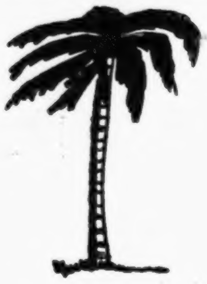
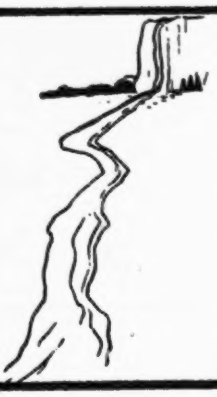

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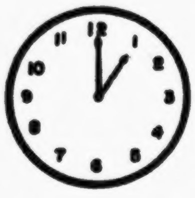
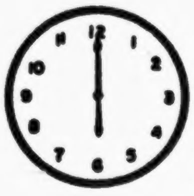
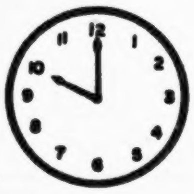

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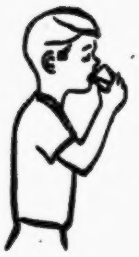
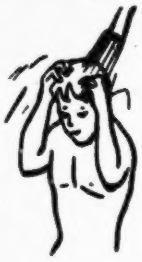
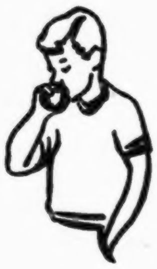

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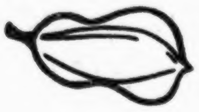
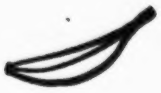
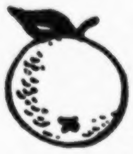

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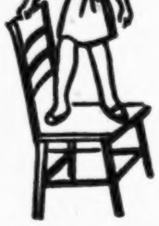
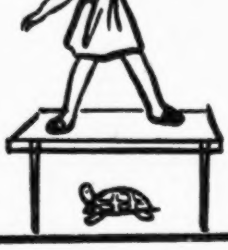
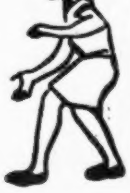

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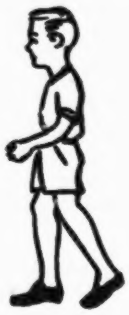
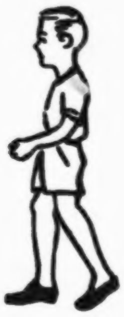
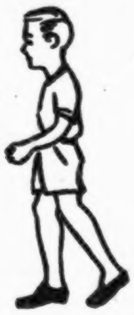

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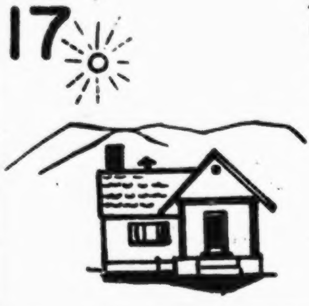
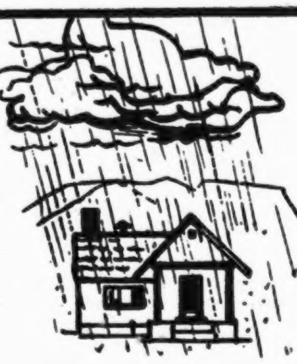
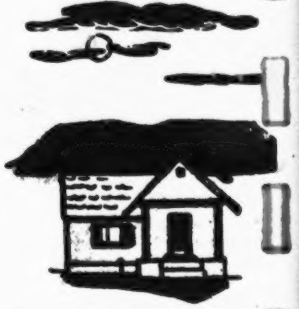

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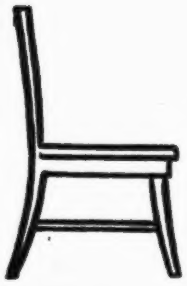
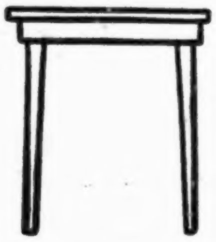
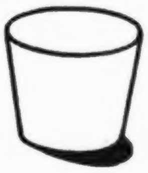

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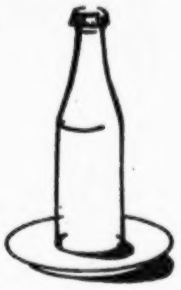

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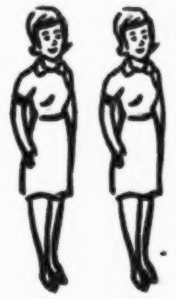

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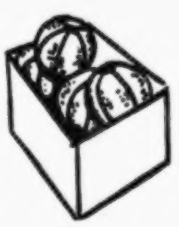

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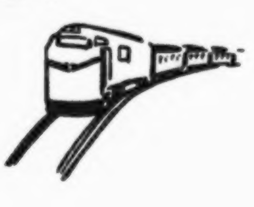

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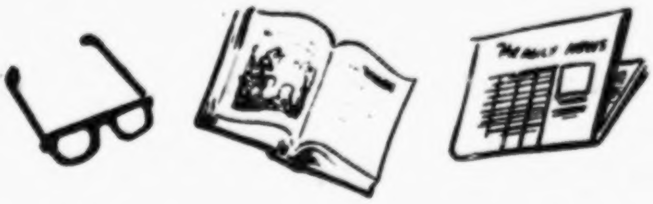

THE DAILY NEWS

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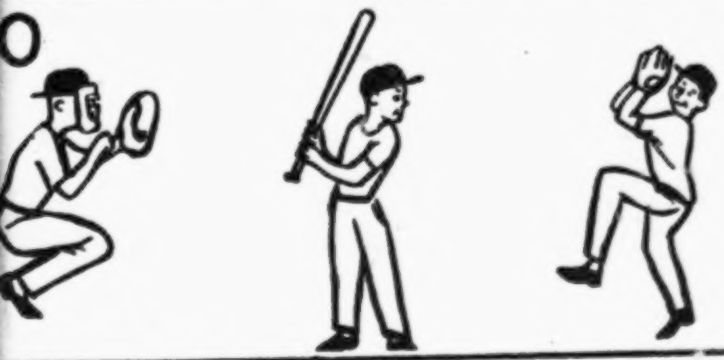

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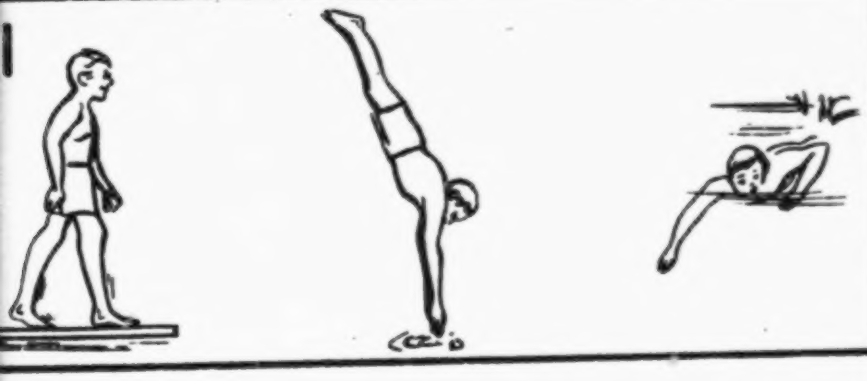

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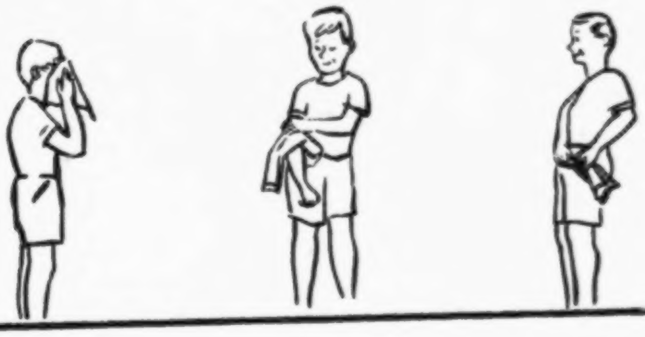

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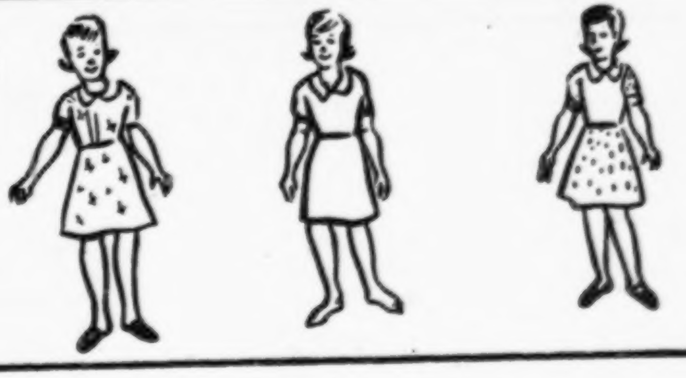

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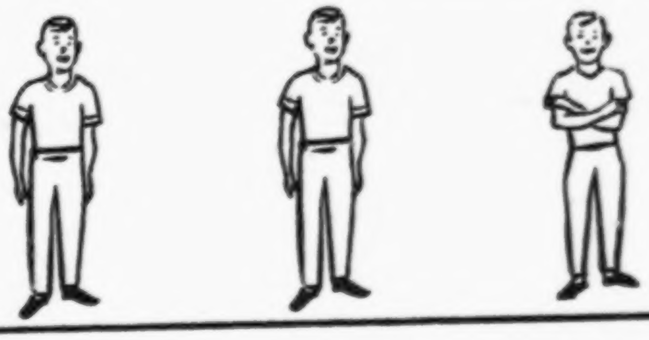

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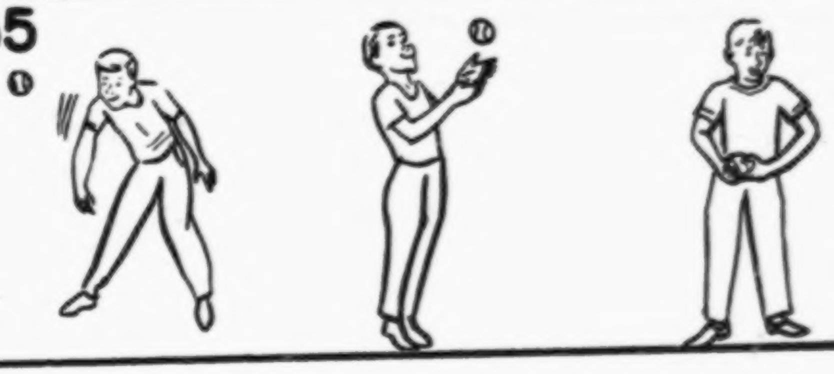

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Health Services Team
NURSE'S REACTION FORM

Your reactions and comments are needed to complete the evaluation of the ESEA Health Services Component.

1. List a maximum of five activities that occupied the greatest portion of your time as a school nurse. Also designate their order of importance to your health services program--i.e., 1st, 2nd, 3rd, etc.

	Order of Importance	Portion of Day
a. ______________________________		
______________________________	________	________%
b. ______________________________		
______________________________	________	________%
c. ______________________________		
______________________________	________	________%
d. ______________________________		
______________________________	________	________%
e. ______________________________		
______________________________	________	________%
f. Other activities	XXX	________%
	Total	100%

Please rate the following items by circling a number noting that 1 is a low rating and 4 is a high rating.

In your school, how much do the above statements represent the activities that were needed to fulfill:

2. the entire health services needs of the pupils

Very little or not at all			A great deal
1	2	3	4

3. the physical health needs of the pupils

Very little or not at all			A great deal
1	2	3	4

4. the nutritional health needs of the pupils

Very little or not at all			A great deal
1	2	3	4

5. What was the effect of having increased physician and nurse time assigned within the same school?

Not effective			Very effective
1	2	3	4

Please give your reasons.____

____

____

6. Please list the strengths in this component.

a.____

____

b.____

____

c.____

____

(If necessary, please continue on additional sheet of paper.)

7. Please list the major problems encountered in implementing this component.

a.____

____

b.____

____

c.____

____

(If necessary, please continue on an additional sheet of paper.)

8. What would you recommend to improve subsequent Health Services components?

____

____

____

____

(If necessary, please continue on additional sheet of paper.)

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Health Services Team
PHYSICIAN'S REACTION FORM

Your reactions and comments are needed to complete the evaluation of the ESEA Health Services Component.

1. List a maximum of five activities that occupied the greatest portion of your time as a school physician. Also designate their order of importance to your health services program--i.e., 1st, 2nd, 3rd, etc.

	Order of Importance	Portion of Day
a. ______________________________		
______________________________	__________	__________%
b. ______________________________		
______________________________	__________	__________%
c. ______________________________		
______________________________	__________	__________%
d. ______________________________		
______________________________	__________	__________%
e. ______________________________		
______________________________	__________	__________%
f. Other activities	XXX	__________%
	Total	100%

Please rate the following items by circling a number noting that 1 is a low rating and 4 is a high rating.

In your school, how much do the above statements represent the activities that were needed to fulfill:

2. the entire health services needs of the pupils

Very little or not at all 1 — 2 — 3 — 4 A great deal

3. the physical health needs of the pupils

Very little or not at all 1 — 2 — 3 — 4 A great deal

4. the nutritional health needs of the pupils

Very little or not at all 1 — 2 — 3 — 4

5. What was the effect of having increased physician and nurse time assigned within the same school?

Not effective 1	2	3	Very effective 4

Please give your reasons ____________________

____

____

6. Please list the strengths in this component.

a. ____________________

____

b. ____________________

____

c. ____________________

____

(If necessary, please continue on additional sheet of paper.)

7. Please list the major problems encountered in implementing this component.

a. ____________________

____

b. ____________________

____

c. ____________________

____

(If necessary, please continue on an additional sheet of paper.)

8. What would you recommend to improve subsequent Health Services components?

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(If necessary, please continue on an additional sheet of paper.)

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY: MAY 1 7 1968

230B

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Health Services Team

ADMINISTRATOR'S REACTION FORM

Your reactions and comments are needed to complete the evaluation of the Health Services Team Component. The team was composed of a school nurse and school physician. The school nurse was assigned a minimum of five days per week and the school physician a minimum of one day per week to your school. Please consider the following questions in relation to the presence of nurse's and physician's augmented time assignments in the same school.

Please place a check mark (✓) beside the words that indicate your response to each question.

1. What would you indicate was the overall value of the Health Services Team Component in your school?

Very little or no value _____	Little Value_____	Some Value_____	Much Value_____
1	2	3	4

2. How much did the services of the school nurse contribute toward meeting the physical and nutritional health needs of the pupils?

Very little or Not at all _____	Little_____	Some_____	A great deal _____
1	2	3	4

3. How much did the services of the school physician contribute toward meeting the physical and nutritional health needs of the pupils?

Very little or not at all _____	Little_____	Some_____	A great deal _____
1	2	3	4

4. What would best describe the general nature of the comments, opinions or reactions of the following persons to the health services provided in your school this school year? (Circle zero, if there were no comments.)

	None	Negative			Positive
a. School staff	0	1	2	3	4
b. Parents of pupils	0	1	2	3	4

12/67

(over)

230C

5. Please list the strengths in this component.

a.____

____

b.____

____

c.____

____

6. Please list the major problems encountered in implementing this component?

a.____

____

b.____

____

7. What are your recommendations for improving subsequent Health Services component?

____

____

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____

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY: MAY 17 1968

_ _ _ _
School Code

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Health Services Team

PUPIL INFORMATION FORM

Sex: M____ F____

____
Last Name First Name

Grade Level - Spring 1966____

____
School

Grade Level - Fall 1967____

____
Defect Identified

Corrective Action: (check one)
(a) Identified only____
(b) Initiated only____
(c) Initiated and continuing____
(d) Completed____

Directions: Fill in the number of final semester marks in the boxes according to the report card. There is a maximum of 17 Subject Marks for the primary grades and 14 marks for the upper grades. For School Adjustment, there is a maximum of 10 marks for the primary grades and 3 marks for the upper grades. Also, please enter the number of days present, absent, and tardy.

FINAL MARKS - FALL 1967

PROGRESS IN KNOWLEDGE AND SKILLS

Subjects

PROGRESS IN SCHOOL ADJUSTMENT

Effort

Work Habits

Citizenship

Days Present______

Days Absent______

Times Tardy______

FINAL MARKS - SPRING 1968

PROGRESS IN KNOWLEDGE AND SKILLS

Subjects

PROGRESS IN SCHOOL ADJUSTMENT

Effort

Work Habits

Citizenship

Days Present______

Days Absent______

Times Tardy______

230E

Revised 11/67

LOS ANGELES CITY SCHOOL DISTRICTS

Health Education and Health Services Branch-Division of Educational Services

AUDIOMETRIST'S MONTHLY REPORT

Date____________________

SCHOOLS	Test Dates	Grades	Group Tests	Group Retests	Individual Tests	Individual Retests	Total Tests	Hearing Loss	New cases, never previously tested, with hearing loss	Referred to Otologist	Pupils with Hearing Aid

Audiometrist_________________________

230F

LOS ANGELES CITY SCHOOLS

Health Educational and Health Services Branch-Division of Educational Services

MANTOUX TESTING PROGRAM (for T.B.)

School ____________________

Date Tested ____________

Enrollment.................................... ____________

Boys.............. ________

Girls.............. ________

Tuberculin Tests:

Negative............................ ________

Boys............... ________

Girls............... ________

Positive Reactors..................... ________

Tested -- Not Read..................... ________

Total .... ________

X rays:

Positive Reactors..................... ________

Negative Reactors..................... ________

XRO (previous positives)................ ________

Absent for Test....................... ________.. ________

Total........................... ________

Total Tested by Mantoux and/or X ray........................ ______.. ___%

Percentage of Positive Reactors of Students Having Mantoux.................. ___%

(includes previously tested positives)

Impressions Based on Reading of Screening Films:

Essentially Negative..................... ________

Further Study Advised:

Suspected Tuberculosis.................. ________

Calcification.......................... ________

Diagnosis Deferred...................... ________

Nonpulmonary Pathology:

Azygos Lobe.......................... ________

Scoliosis............................ ________

Rib Abnormalities...................... ________

Cardiac Review Requested................. ________

Pulmonary Pathology:

Calcification Noted..................... ________

Pleural Changes....................... ________

Total .... ________

Principal ____________________

Health Coordinator ____________________

School Nurse ____________________

4/68

230G

LOS ANGELES CITY SCHOOL DISTRICT
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Health Services Team, Non-Public Schools

NURSE'S REACTION FORM

Your reactions and comments are needed to complete the evaluation of the ESEA Health Services Component in non-public schools.

1. List a maximum of five activities that occupied the greatest portion of your time as a school nurse. Also designate their order of importance to your health services program--i.e., 1st, 2nd, 3rd, etc.

	Order of Importance	Portion of Day
a. ____________________	________	________%
b. ____________________	________	________%
c. ____________________	________	________%
d. ____________________	________	________%
e. ____________________	________	________%
f. Other activities	XXX	________%
	Total	100 %

Please rate the following by circling a number noting that 1 is a low rating and 4 is a high rating.

In your schools, how much do the above statements represent the activities that were needed to fulfill:

2. the entire health services needs of the pupils

Very little or not at all — A great deal
1 2 3 4

3. the physical health needs of the pupils

Very little or not at all — A great deal
1 2 3 4

4. the nutritional health needs of the pupils

Very little or not at all — A great deal
1 2 3 4

5. What would best describe the general nature of the comments, opinions, or reactions of the parents of the pupils to the health services provided in your schools this year? (Circle zero, if there were no comments.)

None	Negative			Positive
0	1	2	3	4

Comments: ____

____

____

6. Please list the strengths in this component.

a. ____

____

b. ____

____

c. ____

____

(If necessary, please continue on an additional sheet of paper)

7. Please list the major problems encountered in implementing this component.

a. ____

____

b. ____

____

c. ____

____

(If necessary, please continue on an additional sheet of paper)

8. What would you recommend to improve subsequent Health Services components in non-public schools?

____

____

____

____

(If necessary, please continue on an additional sheet of paper)

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY:

LOS ANGELES CITY SCHOOL DISTRICT
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Health Services Team, Non-Public Schools

PHYSICIAN'S REACTION FORM

Your reactions and comments are needed to complete the evaluation of the ESEA Health Services Component in non-public schools.

1. List a maximum of five activities that occupied the greatest portion of your time as a school physician. Also designate their order of importance to your health services program--i.e., 1st, 2nd, 3rd, etc.

		Order of Importance	Portion of Day
a.	______________________________		
	______________________________	__________	__________%
b.	______________________________		
	______________________________	__________	__________%
c.	______________________________		
	______________________________	__________	__________%
d.	______________________________		
	______________________________	__________	__________%
e.	______________________________		
	______________________________	__________	__________%
f.	Other activities	XXX	__________%
		Total	100 %

Please rate the following by circling a number noting that 1 is a low rating and 4 is a high rating.

In your schools, how much do the above statements represent the activities that were needed to fulfill:

2. the entire health services needs of the pupils

Very little or not at all			A great deal
1	2	3	4

3. the physical health needs of the pupils

Very little or not at all			A great deal
1	2	3	4

4. the nutritional health needs of the pupils

Very little or not at all			A great deal
1	2	3	4

(over)

5. What would best describe the general nature of the comments, opinions, or reactions of the parents of the pupils to the health services provided in your schools this year? (Circle zero, if there were no comments.)

None	Negative			Positive
0	1	2	3	4

Comments: ____

____

____

6. Please list the strengths in this component.

a. ____

____

b. ____

____

c. ____

____

(If necessary, please continue on an additional sheet of paper.)

7. Please list the major problems encountered in implementing this component.

a. ____

____

b. ____

____

c. ____

____

(If necessary, please continue on an additional sheet of paper)

8. What would you recommend to improve subsequent Health Services components in non-public schools?

____

____

____

____

(If necessary, please continue on an additional sheet of paper)

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Health Services Team, Nonpublic Schools

ADMINISTRATOR'S REACTION FORM

Your reactions and comments are needed to complete the evaluation of the health services provided by the health services team for the pupils participating in the Nonpublic School Reading programs.

Please place a check mark (✓) beside the words that indicate your response to each question.

1. With the provision of the services of a school nurse and school physician on a regularly scheduled basis in your school, how much did these services contribute toward meeting the health needs of the component pupils?

Very little or not at all ______	Little______	Some______	A great deal______
1	2	3	4

2. How much did the services of the school nurse contribute toward meeting the physical and nutritional health needs of the component pupils?

Very little or not at all ______	Little______	Some______	A great deal______
1	2	3	4

3. How much did the services of the school physician contribute toward meeting the physical and nutritional health needs of the component pupils?

Very little or not at all ______	Little______	Some______	A great deal______
1	2	3	4

4. Please evaluate the following items which were made available through the health services component by circling a number, noting that 1 is a low rating or insufficient and 4 is a high rating or sufficient.

	Insufficient			Sufficient
a. nurse's time for pupils	1	2	3	4
b. physician's time for pupils	1	2	3	4
c. identification of pupils with defects	1	2	3	4
d. follow-up of pupils with defects	1	2	3	4
e. available referrals for correction of defects	1	2	3	4
f. correction of defects	1	2	3	4
g. number of contacts with parents by the health services team	1	2	3	4

231C

(over)

12/67

5. What would best describe the general nature of the comments, opinions or reactions of the following persons to the health services provided in your school this school year? (Circle zero, if there were no comments.)

	None	Negative			Positive
a. your teachers	0	1	2	3	4
b. parents of pupils	0	1	2	3	4

Comments

6. Please list the strengths in this component.

a.

b.

c.

7. Please list the major problems encountered in implementing this component.

a.

b.

c.

8. What would you recommend to improve subsequent Health Services components?

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
450 N. Grand Ave., Room G-280
Los Angeles, California 90054
BY:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Project: School-Age Expectant Mothers, Auxiliary Services Division
PUPIL INFORMATION FORM

Last Name First Name ____ Last Name at Regular School Attended ____

Health Center Class ____ Name of Regular School ____ Age ____ Birthdate ___/___/___ Mo. Da. Yr.

Health Center Class	**Regular School**
Date Entered: ____	Date Left: ____
Date Left: ____	Date Returned: ____
Months Enrolled: ____	Returned to: ____ Name of School
Reason for Leaving: ____	
Grade Level Fall '67: ____	
Grade Level Spring '68: ____	
Due Date of Baby's Birth: ____	

Test Questionnaire: Pretest score____ Posttest score____
Reaction Form completed: Yes____ No____

Last Term Completed in Regular School	Summer 1967	Fall 1967	Spring 1968
SUBJECT MARKS	SUBJECT MARKS	SUBJECT MARKS	SUBJECT MARKS
A____	A____	A____	A____
B____	B____	B____	B____
C____	C____	C____	C____
D____	D____	D____	D____
F____	F____	F____	F____

(Enter the NUMBER of marks)

235A

Revised 5-67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

PRENATAL AND INFANT CARE EXAMINATION

INSTRUCTIONS TO PUPILS:
(The examiner should read aloud, while pupils read silently)

This is an experimental examination about prenatal and infant care to help us determine what types of information need to be taught in this class. No one is expected to know all of the answers, but you should answer each item to the best of your ability. Your examination score will in no way affect your school marks. The score will be used for research purposes only.

DIRECTIONS:

EACH SENTENCE HAS FOUR POSSIBLE ENDINGS. YOU ARE TO SELECT THE ENDING THAT MAKES THE SENTENCE CORRECT. YOU WILL MARK ALL OF YOUR ANSWERS TO THE EXAMINATION ON YOUR ANSWER SHEET. MARK YOUR ANSWERS ON THE ANSWER SHEET THIS WAY: MAKE A HEAVY BLACK MARK IN THE SPACE AND THROUGH THE LETTER YOU HAVE DECIDED IS CORRECT. MAKE EACH MARK FILL THE SPACE AND BLOCK OUT THE LETTER OF THE ANSWER YOU CHOOSE. BEFORE YOU ANSWER ANY OF THE QUESTIONS ON THE EXAM, BE SURE THAT YOU FIND THE RIGHT PLACE ON YOUR ANSWER SHEET. IF YOU SHOULD SKIP A QUESTION ON THE EXAM, BE SURE THAT YOU ALSO SKIP THE ANSWER SPACE FOR THAT QUESTION ON YOUR ANSWER SHEET. IF YOU MAKE A MISTAKE OR WISH TO CHANGE AN ANSWER, BE SURE TO ERASE THE OLD ANSWER COMPLETELY BEFORE YOU FILL IN THE NEW ONE.

SAMPLE: X. A good health practice is to wash your hands

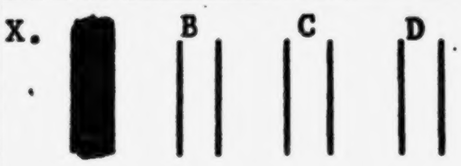
A. before eating food

B. after eating food

C. before playing baseball

D. after cooking food

Correct Answer Sheet Mark



SAMPLE: Y. The best exercise during pregnancy is

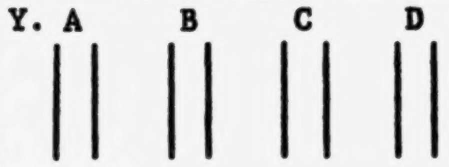
A. running

B. horseback riding

C. playing tennis

D. walking

Answer Sheet



Remember do not mark on the examination in any way. Mark all of your answers on your answer sheet. Now, begin with sentence number one and continue until finished.

4/68 Revised

235B

1. Milk is a good source of

    A. Vitamin C
    B. Calcium
    C. Iron
    D. Vitamin A

2. Usually, the ovum (egg) is released from the ovaries

    A. once a month
    B. twice a month
    C. once every other month
    D. once a week

3. Breech birth is when the baby arrives

    A. head first
    B. shoulders first
    C. buttocks first
    D. arms first

4. Generally, the average weight for babies born in the United States is

    A. 3 pounds
    B. 7 pounds
    C. 5½ pounds
    D. 10 pounds

5. The type of anesthesia used in a delivery is determined by the

    A. expectant mother
    B. nurse
    C. physician
    D. physician and expectant mother

6. The fetus (unborn baby) is several inches long and is beginning to look like a real baby at

    A. four weeks
    B. six weeks
    C. three and one half months
    D. five and one half months

7. A good water temperature for bathing the baby is

    A. 96 to 104 degrees
    B. 56 to 64 degrees
    C. 105 to 115 degrees
    D. 10 to 20 degrees

8. Usually as a baby grows older he will sleep for

    A. longer periods of time
    B. shorter periods of time
    C. same amount of time as at birth
    D. all the time

9. During the second stage of labor the

A. baby is born
B. "bag of waters" breaks
C. afterbirth expels
D. uterus begins to contract

10. A good source for a large amount of proteins would be

A. vegetables
B. cereals
C. milk
D. fish

11. The female reproductive glands are called ovaries and there are

A. two
B. three
C. four
D. five

12. The earliest sign the doctor uses to determine the expectant mother's due date is

A. the date of her last normal menstrual period
B. a blood test of the mother
C. the date of her first feeling of morning sickness
D. none of the above

13. During the birth process there are

A. four stages of labor
B. three stages of labor
C. two stages of labor
D. three or four stages of labor

14. One of the things that pregnant mothers should avoid most is

A. Nicotine
B. Penicillin
C. Alcohol
D. German measles

15. Usually menstruation occurs when the

A. female egg is fertilized
B. lining of the uterus is thickening
C. ovum is not fertilized
D. fetus (unborn baby) is forming

16. A definite diagnosis of pregnancy can usually be made by the time one has missed

A. one menstrual period
B. two menstrual periods
C. three menstrual periods
D. four menstrual periods

17. Generally, the number of diapers used per day by the baby would be

    A. 5 diapers
    B. 12 diapers
    C. 2-3 dozen diapers
    D. 4-5 dozen diapers

18. If an egg is to survive it must be fertilized within

    A. 1-2 hours
    B. 3-4 hours
    C. 1-2 days
    D. 3-4 days

19. A person retaining too much salt should avoid

    A. luncheon meat
    B. cake
    C. ice cream
    D. prunes

20. A premature birth does not occur when

    A. the mother is poorly nourished
    B. the mother is in poor health
    C. the mother is having twins
    D. the mother is pregnant for nine months

21. Fluid in the amniotic sac helps by

    A. providing food for the baby
    B. protecting the baby against jars and bumps
    C. providing air for the baby
    D. providing food and air for the baby

22. Generally, the average length of time for labor for babies to be born who are not "first" babies is

    A. less than 10 hours
    B. 13-14 hours
    C. 16-20 hours
    D. 1 day

23. The amount of inheritable traits contributed by the mother to the baby in comparison to the father's contribution is

    A. half
    B. more than half
    C. less than half
    D. total

24. The soft spot called a fontanel on the top of the baby's head

    A. should be covered with bandages
    B. should not be washed often
    C. should not be touched because it is tender
    D. should be washed without worry

25. The earliest all organs of the fetus (unborn baby) are functioning is by

A. nine months
B. six months
C. three months
D. one month

26. The birth weight of babies described as post mature is

A. 4 pounds
B. 6 pounds
C. 8 pounds
D. 10 pounds

27. The fontanel, an area where bones have not grown together on top of the baby's head, generally closes

A. a month before birth
B. at birth
C. 6-9 months after birth
D. 12-18 months after birth

28. The last two months of a baby's maturation is valuable because

A. it gains more weight
B. its heart begins to beat
C. its lungs begin to function
D. its arms and legs begin to move

29. The placenta's function is

A. respiration
B. nutrition
C. excretion
D. all of these

30. Early cries of the baby are useful because

A. they separate the umbilical cord from the mother
B. they give color to the baby
C. they help clear out obstructing fluids
D. they start organs to function

31. Generally, a fetus (unborn baby) that is three months old weighs

A. 1 ounce
B. 1 pound
C. 11 ounces
D. 5 pounds

32. The "afterbirth" is the

    A. Uterus
    B. Amniotic fluid
    C. Placenta
    D. Hormone

33. When the mother feels angry or tense the baby will

    A. feel angry and tense
    B. play happily
    C. sleep quietly
    D. not notice at all

34. When a baby is born, its average length is

    A. 10 inches
    B. 15 inches
    C. 20 inches
    D. 25 inches

35. The full term for the birth of a baby is

    A. nine months
    B. six months
    C. seven months
    D. all of the above

36. To see if the kidneys are functioning as well as they should, tests are made of the expectant mother's

    A. perspiration
    B. blood
    C. saliva
    D. urine

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: School-Age Expectant Mothers

PUPIL REACTION FORM

DIRECTIONS: Please fill out this questionnaire by circling the numbers and answering the questions. The rating scale indicates: 1 little value, 2 and 3 some value, 4 much value. Do not write your name for we only want your reactions to the Health Center class. There are no wrong or right answers. Thank you for your help.

1. What were your reactions to attending the Health Center class?

1	2	3	4
Little value	Some value		Much value

Please give your reasons:

____

____

2. What were your reactions to the lessons on prenatal and infant care?

1	2	3	4
Little value	Some value		Much value

Please give your reasons:

____

____

3. What were your reactions to attending class with other pupils who also were expectant mothers or recent mothers?

1	2	3	4
Little value	Some value		Much value

Comments ______________________________

____

____

4. What is your grade level? (Circle one)

B7 A7 B8 A8 B9 A9 B10 A10 B11 A11 B12 A12

5. What do you plan to do next semester? (Circle your primary plan)

1. Get a 12th grade diploma
2. Return to regular school
3. Go to trade school/night school
4. Go to junior college or college
5. Get a job
6. Stay home and care for the baby
7. Don't know
8. Other ______________________________ (please specify)

6. How did you feel about your discussions with the Health Center social worker?

1 2 3 4
Little value Some value Much value

7. Did you receive the services of the Child Welfare and Attendance worker?

Yes_______ No_______

If yes, how did you feel about the services provided?

1 2 3 4
Little value Some value Much value

8. How did you feel about your discussions with the Health Center counselor?

1 2 3 4
Little value Some value Much value

9. How did you feel about your discussions with the Health Center nurse?

1 2 3 4
Little value Some value Much value

10. Who are some of the people who helped you during this year?

For example: My neighbor - Mrs. Smith

First choice: ______________________________

Second choice: ______________________________

Third choice: ______________________________

11. What are your recommendations to improve this component?

____

____

____

____

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: School-Age Expectant Mothers

FOLLOW-UP STRUCTURED INTERVIEW OF PUPILS WHO RETURNED TO REGULAR SCHOOL

Interviewer____________________ Date______________

____________________ Birthdate______________
Last Name First Name Month Day Year

____________________ Telephone#______________
Address

____________________ ____________________
Former Health Center Class Regular School Before Health Center Class

____________________ ____________________
Present Regular School Grade

Did you return to school? Yes__ No__

Returned to school but left for the following reasons:

____

____

* * * * * * * * * * * * * * * * * *

If you returned to regular school after health center class, please answer the following questions:

1. Were you able to continue in the next higher grade level? Yes__ No__
2. How do you feel you are doing academically after completing one semester in school? Poor__ Fair__ Good__ Very Good__
3. Are you having trouble with any of your school subjects? Yes__ No__

   Which one?____________________________________

   Why? ____________________________________
4. Upon your return to school, were you accepted by your old friends and classmates?

   Yes__ No__. If no, please explain____________________________

   ____
5. Have you made new school friends? None__ Few__ Some__ Many__

4/67 235D

6. Who are the persons at school giving you the most assistance since you returned to school?________________________________ . ________________________________

7. How did they help?____

8. What kinds of help do you feel you need while attending school this year?

____

____

9. Did you keep your baby? Yes__ No__ Disposition of baby______________

If you kept your baby, please answer the following questions:

10. Who cares for your baby while you are at school? Mother__ Father__

Husband__ Grandmother__ Babysitter__ Other__________________
(Specify)

11. How do you feel about the care your baby is receiving while you are at school?
Poor__ . Fair__ Good__ Very Good__

12. Did you learn enough in the health center classes to give proper care to your baby? Yes__ No__ Please explain:

____

____

____

13. What additional prenatal and infant care lessons did you need in the health center classes to give better care for your baby?______________________

____

____

____

14. What length of time in school would you recommend for pupils returning to regular school after the birth of their babies? Full day__ Short day__

Why?____

15. Will your responsibilities as a mother keep you from continuing your education after graduating from high school? Yes__ No__

16. Comments:____

____

____

____

(Leave Blank)

Pre____ Post____
Picture:
M&I____
B&G_

Score

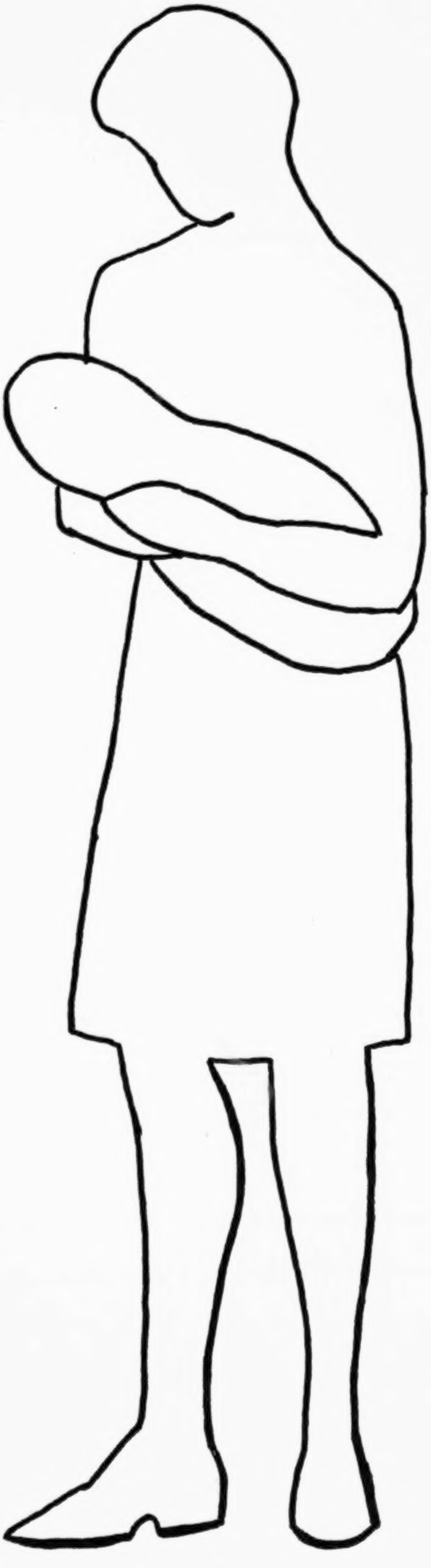
LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

Last Name ______ First Name ______ Grade ______

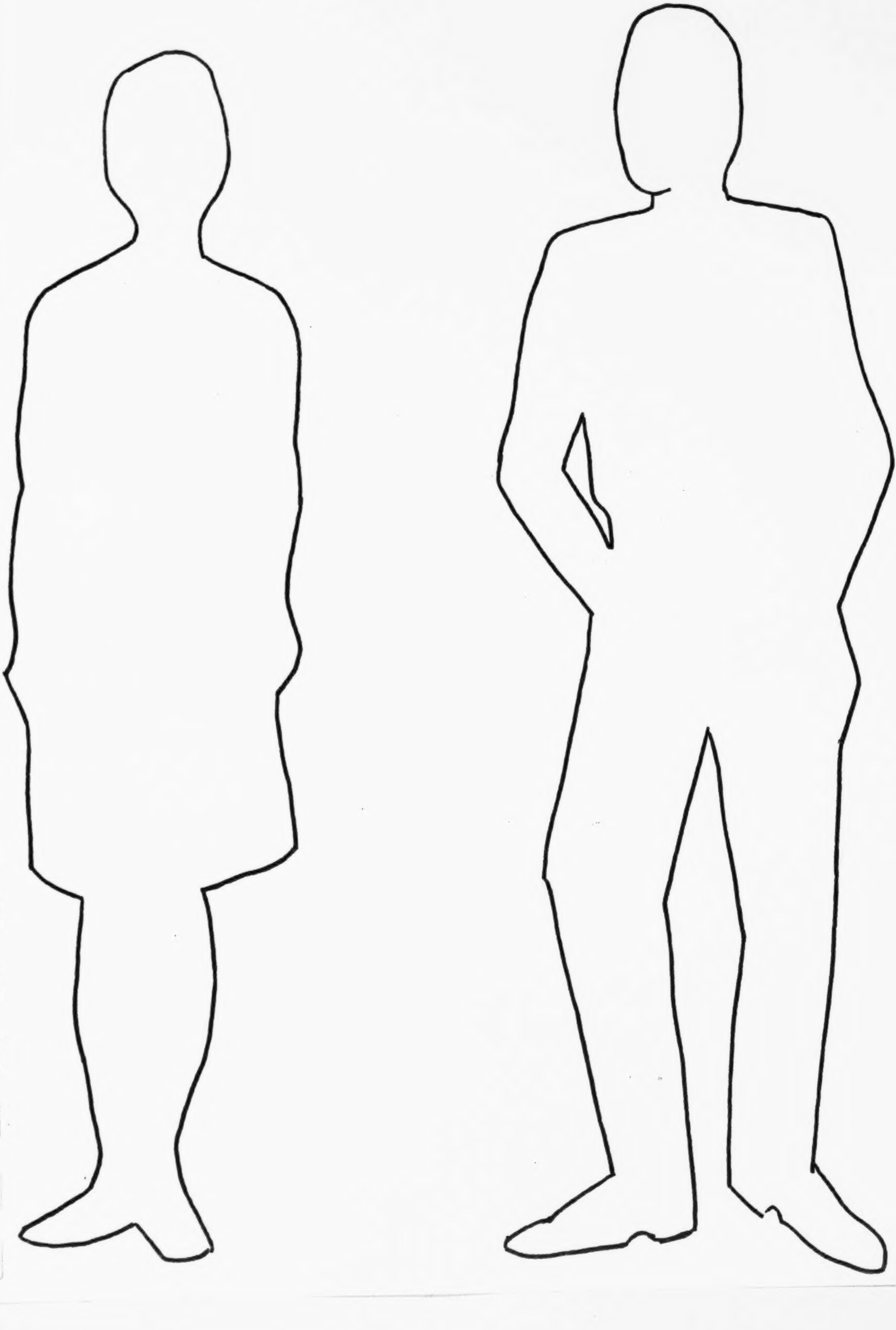
Location ______ Regular School ______ Date ______

"WRITE-A-STORY"

Directions: Look at the picture, think about the picture, then write a story about the picture.



235F



LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component:
Educational and Medical Services to School-Age Expectant Mothers

STRUCTURED INTERVIEW FORM FOR SUPPORTIVE PERSONNEL

Name________________________

________________Nurse

________________Counselor

________________CWA Assistant Supervisor

What were the activities of your supportive position that contributed toward the following?

- Satisfying the educational needs of pupils
- Improving the holding power of classes
- Improving the physical health of pupils
- Improving the emotional and social stability of pupils

(over)

235G

11-67

What do you feel were areas of strength in this component?

What were the major problems you encountered in trying to implement this component?

What would you recommend to improve subsequent components for School-Age Expectant Mothers?

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Educational and Medical Services
to School-Age Expectant Mothers

PERSONNEL REACTION FORM

Please circle a number noting that 1 is a low rating and 4 is a high rating.

1. How would you rate the effectiveness of this entire component during the 1967-68 school year?

Little Value			Much Value
1	2	3	4

2. What were your reactions to the project activities implemented to satisfy the educational needs of the pupils?

Little Value			Much Value
1	2	3	4

Please indicate the degree that the following objectives were attained during the 1967-68 school year:

3. Improving the holding power of schools (to decrease the dropout rate).

Very Little or Not at All			A Great Deal
1	2	3	4

Please give your reasons: ____

____

____

4. Improving the physical health of the pupils

Very Little or Not at All			A Great Deal
1	2	3	4

Please give your reasons: ____

____

____

5. Improving the pupils' emotional and social stability.

Very Little or Not at All			A Great Deal
1	2	3	4

Please give your reasons: ____

____

____

(over)

235H

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6. Please list the strengths in this component.

a. ____________________

____

b. ____________________

____

c. ____________________

____

(If necessary, please continue on an additional sheet of paper.)

7. Please list the major problems encountered in implementing this component.

a. ____________________

____

b. ____________________

____

c. ____________________

____

(If necessary please continue on an additional sheet of paper)

8. What would you recommend to improve subsequent school sessions for the School-Age Expectant Mother component?

a. ____________________

____

b. ____________________

____

c. ____________________

____

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY: MAY 17 1968

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Component: Child Welfare and Attendance - Returnees
PARENT REACTION FORM - PRE

Name of Pupil ________________________

Name of Parent ________________________

Name of School ________________________

Area 1 2 2a 3 3a 4 5 6 6a 7 8

Directions: Place a check (✓) in one box for each question or statement. There are no wrong or right answers. Thank you for your help.

1. How was your child's attendance at school before going to camp?

poor______ (1) fair______ (2) good______ (3) very good______ (4)

2. How did your child seem to like school before going to camp?

very little or not at all______ (1) little______ (2) some______ (3) a great deal______ (4)

3. What was it that made it most difficult for your child to do well in school before going to camp?

____

____

____

Your child has been back in school for about two months. Please indicate your responses to the following items based upon these two months in school.

	Very poor	poor	good	Very good
4. Your child's school is	______ (1)	______ (2)	______ (3)	______ (4)
5. The teachers in your child's school are	______ (1)	______ (2)	______ (3)	______ (4)
6. The counselors in your child's school are	______ (1)	______ (2)	______ (3)	______ (4)
7. The other pupils in your child's school are	______ (1)	______ (2)	______ (3)	______ (4)
8. The help your child gets at school is	______ (1)	______ (2)	______ (3)	______ (4)

Comments: ____

____

____

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Revised 11-67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Child Welfare and Attendance - Returnees
PARENT REACTION FORM - POST

Name of Pupil ______________________________

Name of Parent ______________________________

Name of School ______________________________

Area 1 2 2a 3 3a 4 5 6 6a 7 8
(Circle one)

Directions: We need your help in the evaluation of the Child Welfare and Attendance program. We would appreciate your answering each question. Please place a check mark beside the word that indicates your response to each question.

1. How has your child's attendance been since returning from camp?

Poor______ (1)	Fair______ (2)	Good______ (3)	Very good______ (4)

2. How has your child seemed to like school since returning from camp?

Very little or not at all______ (1)	Little______ (2)	Some______ (3)	A great deal______ (4)

3. You stated that ______________________________ made it most difficult for your child to do well in school before going to camp.

How much did this problem decrease since your child returned from camp?

Very little or not at all______ (1)	Little______ (2)	Some______ (3)	A great deal______ (4)

Comments: ______________________________

____

____

11/67 (over) 240B

Since returning from camp, your child has been in school for about ten months. Please indicate your responses to the following items based upon the ten months in school:

		Very Poor	Poor	Good	Very Good
4.	Your child's school is	______ (1)	____ (2)	____ (3)	______ (4)
5.	The teachers in your child's school are	______ (1)	____ (2)	____ (3)	______ (4)
6.	The counselors in your child's school are	______ (1)	____ (2)	____ (3)	______ (4)
7.	The other pupils in your child's school are	______ (1)	____ (2)	____ (3)	______ (4)
8.	The help your child gets at school is	______ (1)	____ (2)	____ (3)	______ (4)

Comments: ____

____

____

____

RETURN TO
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY:

240B

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Child Welfare and Attendance - Returnees

CWA PERSONNEL REACTION FORM

Your reactions and comments are needed to complete the evaluation of the ESEA Child Welfare and Attendance - Returnees component.

1. In addition to the two activities given, list three additional activities that occupied the greatest portion of your time as an assistant supervisor of Child Welfare and Attendance. Also designate the order of importance for all five of the activities to your Child Welfare and Attendance program--i. e., 1st, 2nd, 3rd, etc.

		Order of Importance	Portion of Day
a.	Counseling of returnees who have recurring problems	________	________%
b.	Counseling of returnees who do not indicate any major problems	________	________%
c.	________________________	________	________%
d.	________________________	________	________%
e.	________________________	________	________%
f.	Other activities	XXX	________%
		Total	100%

Please rate the following items by circling a number, noting that 1 is a low rating and 4 is a high rating.

2. How would you rate the overall effectiveness of the Child Welfare and Attendance component for returnees?

Ineffective			Very Effective
1	2	3	4

In the CWA Returnees program, how effective were the activities listed in 1(a)-1(f) in fulfilling the following objectives:

3. Improving the returnees' average daily attendance

Ineffective			Very Effective
1	2	3	4

11/67

(over)

240C

4. Improving the returnees' emotional and social stability

Ineffective			Very Effective
1	2	3	4

5. Describe the general nature of the comments, opinions or reactions concerning the Returnee component as expressed by: (If none, circle the zero.)

	None	Negative			Positive
a. teachers	0	1	2	3	4
b. other staff members	0	1	2	3	4
c. returnee pupils	0	1	2	3	4
d. parents of returnees	0	1	2	3	4

Remarks: ______________________________

____

6. Please list the strengths in this component.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

7. Please list the major problems encountered in implementing a successful Returnee component in your schools.

a. ______________________________

____

b. ______________________________

____

c. ______________________________

8. What are your recommendations to improve this component?

____

____

____

____

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices G-280
BY: ______________________________

240C

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Child Welfare and Attendance - Returnees

SCHOOL STAFF REACTION FORM

________Boys' Vice Principal

________Girls' Vice Principal

________Registrar

Your reactions and comments are needed to complete the evaluation of the Child Welfare and Attendance component for returnees. Circle the appropriate number in each rating scale for the items listed, noting that 1 is low or ineffective and 4 is high or very effective.

1. Please rate the overall effectiveness of the Child Welfare and Attendance component for returnees.

Ineffective			Very effective
1	2	3	4

Rate the effectiveness of the services provided by CWA project personnel assigned to returnee pupils in your school related to:

2. Improving attendance of returnees

Ineffective			Very effective
1	2	3	4

3. Improving the emotional and social stability of returnees

Ineffective			Very effective
1	2	3	4

Comments: ____

____

____

____

Revised 11/67 (over) 240D

Describe the general nature of the comments, opinions, or reactions concerning the returnee component as expressed by: (If none, circle the zero.)

		None	Negative			Positive
4.	teachers	0	1	2	3	4
5.	other staff members	0	1	2	3	4
6.	returnee pupils	0	1	2	3	4
7.	parents of returnees	0	1	2	3	4

Remarks:

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Administrative Offices - G-280
By: MAY 17 1968

LOS ANGELES CITY SCHOOLS - RETURNEE TALLY

(Revised June, 1967)

LAST NAME____________ FIRST NAME____________ BIRTHDATE________ DATE OF INITIAL INTERVIEW__________ BOY ☐ GIRL ☐

DATE OF SUBSEQUENT INTERVIEW__________

NUMBER OF TRANSFERS: S.A.______ OTHER______ (Within Los Angeles City School District)

COLUMN NUMBERS: I			II	III	IV	V	VI	VII		VIII	IX	X	XI	XII
F A C I L I T Y		PROB. C.Y.A. ☐	REASON FOR PLACEMENT (1)	AREA	HOME SCHOOL	SCHOOL PLACEMENT	GRADE	STANINE (2) IQ	READ.	SCHOOL MONTH PLACED (3)	REASON FOR SCHOOL FAILURE OR TERMINATION (4)	OTHER REASONS FOR CHANGE IN STATUS (5)	DATE OF CHANGE (3)	DID NOT ENROLL
0 AFFLERBAUGH	10 MUNZ	20 VENTURA RECEPT.	0 ASSAULT	0	0 0 0 0	0 0 0 0	E	0	0	0	0 Discipline - Fight. & Assault	0 ADULT SCHOOL	0	0 ADULT SCHOOL
1 FRICOT RANCH	11 NELLES	21 YOUTH TRAINING	1 BURGLARY ROB/THEFT	1	1 1 1 1	1 1 1 1	7	1	1	1	1 Returned to Custody	1 CONTINUA. SCHOOL	1	1 MOVED
2 GLENN ROCKEY	12 OAK GROVE	22 OTHER (Specify)	2 G.T.A.	2	2 2 2 2	2 2 2 2	8	2	2	2	2 Non-Achievement	2 WORK PERMIT	2	2 OVER AGE
3 GONZALES	13 PAIGE	______	3 INCORRIG.	3	3 3 3 3	3 3 3 3	9	3	3	3	3 Non-Attendance	3 FED.JOB & TRAINING PROGRAM	3	3 RETURNED TO CUSTODY
4 HOLTON	14 PASO ROBLES		4 NARCO (Include glue sniffing)	4	4 4 4 4	4 4 4 4	10	4	4	4	4 Moved: Present residence unknown or out of jurisdiction	4 OTHER (Specify)	4	4 WORK PERMIT
5 KILPATRICK	15 PRESTON		5 RUNAWAY	5	5 5 5 5	5 5 5 5	11	5	5	5	5 Other (Specify)	______	5	5 UNABLE TO LOCATE
6 LAS PALMAS	16 SCOTT		6 SEX OFF.	6	6 6 6 6	6 6 6 6	12	6	6	6	NOTES		6	6 FED.JOB & TRAIN.PROGR.
7 LOS GUILLICOS	17 SCUDDER		7 TRUANCY	7	7 7 7 7	7 7 7 7		7	7	7			7	7 OTHER - (Specify)
8 MENDENHALL	18 SO. RECEPT.		8 OTHER (Specify)	8	8 8 8 8	8 8 8 8		8	8	8			8	
9 MILLER	19 VENTURA		9 N.A.	9	9 9 9 9	9 9 9 9		9	9	9			9	

(1) Code only ONE REASON (Choose most serious offense on latest petition for which placed.) Where no information is available, use Code 9.

(2) Estimate Stanine based on any and all data available. Reading Vocabulary provides the most significant data. If impossible to estimate, use Zero (0) code.

(3) 0= 10th month - (June) 1= September

(4) Code only ONE - choose most negative reason for failure.

(5) Code only ONE - choose most positive reason for change.

LOS ANGELES CITY SCHOOL DISTRICT
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Child Welfare and Attendance - Elementary

PUPIL INFORMATION FORM

____
Last Name First Name

Sex: M________ F________

Grade Level - Fall 1967________

____
School

Directions: Fill in the number of final semester marks in the box according to the report card. There is a maximum of 10 School Adjustment marks for the primary grades and 3 marks for the upper grades. Also please enter the number of days present, absent, and tardy.

FINAL MARKS - FALL 1967

Progress in
School
Adjustment

Effort

☐

Work
Habits

☐
☐
☐
☐
☐
☐
☐

Citizenship

☐
☐

Days Present ________

Days Absent ________

Times Tardy ________

FINAL MARKS - SPRING 1968

Progress in
School
Adjustment

Effort

☐

Work
Habits

☐
☐
☐
☐
☐
☐
☐

Citizenship

☐
☐

Days Present ________

Days Absent ________

Times Tardy ________

241A

Revised 11-67

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Child Welfare and Attendance - Elementary
PARENT REACTION FORM - PRE

____
Name of Pupil

____
Name of Parent

____
Name of School

Area 1 2 2a 3 3a 4 5 6 6a 7 8
(Circle one)

Directions: We need your help in the evaluation of the Child Welfare and Attendance program. We would appreciate your answering each question. Please place a check mark beside the word that indicates your response to each question.

1. How was your child's attendance at school during the last school year?

Poor______ (1) Fair______ (2) Good______ (3) Very good______ (4)

____

____

2. How did your child like school during the last school year?

Poor______ (1) Fair______ (2) Good______ (3) Very good______ (4)

____

____

3. Has the school given your child any special services during this school year?

Yes______ No______

Describe____

____

____

____

Your child has been in school for about four months during the 1967-68 school year. Please indicate your responses to the following items based upon the four months in school.

	Very poor	Poor	Good	Very good
4. Your child's school is	____ (1)	____ (2)	____ (3)	____ (4)
5. The teachers in your child's school are	____ (1)	____ (2)	____ (3)	____ (4)
6. The counselor in your child's school is	____ (1)	____ (2)	____ (3)	____ (4)
7. The other pupils in your child's school are	____ (1)	____ (2)	____ (3)	____ (4)
8. The help your child gets at school is	____ (1)	____ (2)	____ (3)	____ (4)

Comments: ____

____

____

____

____

____

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY:

241B

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Child Welfare and Attendance - Elementary
PARENT REACTION FORM - POST

______________________ Name of Pupil

______________________ Name of Parent

______________________ Name of School

Area 1 2 2a 3 3a 4 5 6 6a 7 8
(Circle one)

Directions: We need your help in the evaluation of the Child Welfare and Attendance program. We would appreciate your answering each question. Please place a check mark beside the word that indicates your response to each question.

1. How has your child's attendance been at school this year?

Not as good______ (1)	About the same______ (2)	A little better______ (3)	Much better______ (4)

Comments:____

____

2. How does your child seem to like school this school year?

Not as much______ (1)	About the same______ (2)	A little more______ (3)	Much more______ (4)

Comments:____

____

3. Has the school given your child any special services during this school year?

Yes____ No____

Describe____

____

____

____

____

11/67

(over)

241C

Your child has been in school for about ten months during the 1967-68 school year. Please indicate your responses to the following items based upon the ten months in school.

	Very poor	Poor	Good	Very Good
4. Your child's school is	____ (1)	____ (2)	____ (3)	____ (4)
5. The teachers in your child's school are	____ (1)	____ (2)	____ (3)	____ (4)
6. The counselor in your child's school is	____ (1)	____ (2)	____ (3)	____ (4)
7. The other pupils in your child's school are	____ (1)	____ (2)	____ (3)	____ (4)
8. The help your child gets at school is	____ (1)	____ (2)	____ (3)	____ (4)

Comments: ____

____

____

____

RETURN TO:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - G-280
BY:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Child Welfare Attendance - Elementary
CWA PERSONNEL REACTION FORM

Your reactions and comments are needed to complete the evaluation of the ESEA Child Welfare and Attendance - Elementary Component.

1. List five activities that occupied the greatest portion of your time as an assistant supervisor of Child Welfare and Attendance. Also designate the order of importance for all five of the activities to your Child Welfare and Attendance program--i.e., 1st, 2nd, 3rd, etc.

	Order of Importance	Portion of Day
a. ______________________________		
______________________________	________	________%
b. ______________________________		
______________________________	________	________%
c. ______________________________		
______________________________	________	________%
d. ______________________________		
______________________________	________	________%
e. ______________________________		
______________________________	________	________%
f. Other activities	XXX	________%
	Total	100 %

Please rate the following items by circling a number noting that 1 is a low rating and 4 is a high rating.

2. How would you rate the overall effectiveness of the Child Welfare and Attendance component as it functioned this school year in relation to augmented ESEA time assignments.

Ineffective			Very effective
1	2	3	4

In the CWA-Elementary program, how effective were the activities listed in 1 (a) - 1(f) i fulfilling the following objectives:

3. Improving the average daily attendance of elementary school children

Ineffective			Very effective
1	2	3	4

Describe: ____

____

(over)

4. Reducing the rate and severity of disciplinary problems of elementary school children

Very little or not at all			A great deal
1	2	3	4

Describe: ____

____

5. Rate the general nature of the comments, opinions and reactions you received from the following relative to the CWA supportive services (If none, circle the 0):

	None	Negative		Positive	
a. teachers and administrators	0	1	2	3	4
b. parents of pupils	0	1	2	3	4

Remarks: ____

____

6. Please list the strengths in this component.

a. ____

____

b. ____

____

c. ____

____

7. Please list the major problems encountered in implementing a successful CWA-Elementary component in your school.

a. ____

____

b. ____

____

c. ____

____

8. What are your recommendations to improve this component?

____

____

____

RETURN TO:
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Administrative Office - G-280
BY:

241D

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Child Welfare and Attendance - Elementary

ADMINISTRATOR'S REACTION FORM

Your reactions and comments are needed to complete the evaluation of the Child Welfare and Attendance - Elementary component. Circle the appropriate number in each rating scale for the items listed, noting that 1 is a low rating and 4 is a high rating.

1. Please rate the overall effectiveness of the services provided by Child Welfare and Attendance assistant supervisors for the pupils in your school.

Ineffective			Very Effective
1	2	3	4

Rate the effectiveness of the services provided for the pupils who were referred to CWA assistant supervisors in relation to:

2. Improving their attendance at school

Ineffective			Very Effective
1	2	3	4

3. Reducing the rate and severity of their disciplinary problems

Ineffective			Very Effective
1	2	3	4

Comments: ____

____

____

____

Describe the general nature of the comments, opinions or reactions concerning the CWA component as expressed by: (Circle zero, if there were no comments.)

	None	Negative			Positive
4. teachers of pupils referred	0	1	2	3	4
5. other teachers and staff	0	1	2	3	4
6. parents of pupils	0	1	2	3	4

7. Are there additional services that the CWA worker should provide that are not presently available?

____

____

____

8. Please list the strengths in this component.

a.____

____

b.____

____

c.____

____

9. Please list the major problems encountered in implementing a successful CWA-Elementary component in your school.

a.____

____

b.____

____

c.____

____

10. What are your recommendations to improve this component?

____

____

____

____

____

LOS ANGELES CITY SCHOOL DISTRICT
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Auxiliary Services Component: Child Welfare and Attendance - Elementary

PUPIL INFORMATION FORM

Sex: M________ F________

Last Name First Name

Grade Level - Fall 1967______

School

Directions: Fill in the number of final semester marks in the box according to the report card. There is a maximum of 10 School Adjustment marks for the primary grades and 3 marks for the upper grades. Also please enter the number of days present, absent, and tardy.

FINAL MARKS - FALL 1966

Progress in
School
Adjustment

Effort

Work
Habits

Citizenship

Days Present ________

Days Absent ________

Times Tardy ________

FINAL MARKS - SPRING 1967

Progress in
School
Adjustment

Effort

Work
Habits

Citizenship

Days Present ________

Days Absent ________

Times Tardy ________

Revised 11/67

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Project: School-Community Relations Program

QUESTIONNAIRE FOR SCHOOL PERSONNEL

I. Your reactions and comments are needed to complete the evaluation of the School-Community Relations Program now in its fifth semester and under the direction of the Office of Urban Affairs.

1. How would you describe the extent of your knowledge of the purposes and functions of the School-Community Relations Program? (Check one)

   very limited or___ none at all   limited___   some___   great___

2. How many semesters have you been in contact with consultants representing this program? (Check one)

   none___   1___   2___   3___   4___   5___

3. How would you rate the frequency of contacts during the 1967-1968 school year? (Circle one)

   Highly Inadequate 1   2   3   4 Highly Adequate

4. How would you rate this program in terms of its increasing or decreasing value (to your school) during the past five semesters? (Circle one)

   Decreasing Value 1   2   3   4 Increasing Value

5. In general, have the School-Community Relations Consultants contributed information or services that were useful in decisions concerning problems of school-community relations? (Check one)

   Yes___   No___   Does not apply___

II. In the statements below circle the appropriate number to indicate the extent to which you agree or disagree with each statement.

The School-Community Relations Program:	Strongly Disagree	Disagree	Agree	Strongly Agree
6. Increases community confidence in the schools	1	2	3	4
7. Facilitates contact with parents who have difficulty communicating directly with schools	1	2	3	4
8. Provides a resource for developing an inservice program on school-community relations for school staff	1	2	3	4

III. Circle the appropriate number in each rating scale for the items listed, noting that 1 is low or ineffective and 4 is high or effective.

Rate the effectiveness of the School-Community Relations Consultant:

	Very Ineffective			Very Effective
9. In interpreting his role and purpose to the school	1	2	3	4
10. In his knowledge of the community and sensitivity to community concerns	1	2	3	4
11. In his objectivity in representing both school and community	1	2	3	4
12. In encouraging community members to increase their participation in the extension of educational programs (i.e., tutorial, volunteer, community study, etc.)	1	2	3	4
13. In assisting schools to cope with community grievances	1	2	3	4
14. How would you rate the over-all effectiveness of the School-Community Relations Program?	1	2	3	4

IV. Additional Comments:

15. What have been the most important contributions of the School-Community Relations Program to your school and community?

____

____

16. What recommendations do you have for making the project more effective?

____

____

17. Would you recommend that the School-Community Relations Program be continued? (Check one)

Yes___ No___ Undecided___

18. Please indicate your reactions to this evaluation device and suggestions for improving it.

____

____

Return to:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices G-280
BY: May 29, 1968

LOS ANGELES CITY SCHOOLS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Urban Affairs Project: School-Community Relations Consultants
WEEKLY LOG

OOL WEEK (Circle one)

2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

RC ______________________________ AREA ______________________________

TE	*	ACTIVITY	NUMBER OF INDIVIDUALS	CLASSIFICATION 1	2	3	4

- Enter "A" for morning (A.M.), "P" for afternoon (P.M.), "E" for evening.

Revised 10-67

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Project: School-Community Relations Program

QUESTIONNAIRE FOR COMMUNITY CONTACTS

I. Would you help us in evaluating the School-Community Relations Program of the Los Angeles City Schools by giving your reactions to the items listed below?

Since your knowledge of the program may have been as a result of your contact with one of the school-community relations staff members, a list of the project consultants is attached for your information.

1. How much do you think you know about the School-Community Relations Program? (Check one)

____very little or nothing ____little ____a fair amount ____a great deal

2. How would you rate the overall value of this program?

____very little value ____little value ____some value ____great value

II. In the items below, circle the number that tells how you feel about each statement.

The School-Community Relations Program:	Strongly Disagree	Disagree	Agree	Strongly Agree
3. Lets parents have a way of telling their feelings about schools	1	2	3	4
4. Makes it easier for parents to talk to school people	1	2	3	4
5. Helps people of the community to have more trust in the schools	1	2	3	4
Do you think the School-Community Relations Consultant:				
6. Helps community persons to take part in school programs (mother-daughter, father-son, carnivals, PTA, etc.)	1	2	3	4
7. Helps parents learn more about schools	1	2	3	4
8. Is available to help with problems between schools and community	1	2	3	4

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	Strongly Disagree	Disagree	Agree	Strongly Agree
9. Understands the community and its problems	1	2	3	4
10. Deals with both school and community concerns fairly	1	2	3	4

III. Additional remarks:

11. What are some of the strengths of this program?

12. What recommendations do you have for making the program more effective?

13. 13. Would you recommend that the School-Community Relations Program be continued?

(Check one) Yes____ No____ No Opinion____

(Please return this questionnaire in the enclosed self-addressed, stamped envelope by ______________________)

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Project: School-Community Relations Program

PROJECT PERSONNEL REACTION FORM

I. What have we accomplished?
(Describe the most significant accomplishments of the program for this school year)

1.

2.

3.

4.

5.

II. What do we need to accomplish?
(Describe the areas or activities that need to be strengthened during the coming semesters)

1.

2.

3.

4.

5.

Return to:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices - Rm. G-280
By:

4/68

280D

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Component: School-Community Relations Program

EVALUATION OF INSERVICE

This section of the questionnaire relates to weekly unit and monthly staff meetings held during the 1967-68 school year.

1. In your judgment, were provisions for inservice education adequate?
   Yes___ No___

   Comments____

   ____

   ____

2. The following were some aspects of inservice education provided this year. Please rate each with respect to its contribution to your growing effectiveness as a School-Community Relations Consultant:

   a. Inservice education portion of each weekly unit meeting

   No Value 1 2 3 Great Value 4

   b. Inservice education portion of each monthly total staff meeting

   No Value 1 2 3 Great Value 4

   *c. "Buddy" system within each unit (assigning of an experienced consultant to each new staff member)

   No Value 1 2 3 Great Value 4

   *d. One week assignment to another unit for purposes of broadening perspective of District's problems

   No Value 1 2 3 Great Value 4

   *e. Orientation to role of S-CRC during first week on the job

   No Value 1 2 3 Great Value 4

*Items c, d, and e are to be completed by new consultants entering the program since January, 1968.

3. What aspects of inservice have been of most value to you this year?

   ____

   ____

   ____

   ____

4. What type of information or areas of training do you think are needed to help you become a more effective School-Community Relations Consultant?

____

____

____

____

II. The following items relate to the Community Relations Training Workshop held at the Wilshire Temple, June 13-21, 1968. Circle the appropriate number to indicate the extent to which you agree or disagree with each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
5. The workshop contributed to future team building as it relates to developing trust and a sense of common goals within the S-CR program staff.	1	2	3	4
6. Your participation in the workshop provided a stimulus for your personal growth as it relates to increasing your effectiveness as an S-CRC staff member.	1	2	3	4
7. The workshop contributed in refining the understanding of the consultant and specialist roles in implementing S-CR programs.	1	2	3	4
8. The workshop contributed to developing skills in working with people in small groups.	1	2	3	4
9. The workshop contributed to the development of skills and techniques needed to develop and implement community relations programs and deal with crisis situations.	1	2	3	4

10. To what extent did the workshop meet your needs as a S-CRC?

No Value			Great Value
1	2	3	4

11. In what ways could it have better served your needs as an S-CRC? (For example, what additional areas should be covered?)

____

____

____

____

Among the following categories:

a) Rate the extent of need for further staff training
b) Rank (in the spaces to the right) the order of priority

	No Need		Great Need		Rank in Order (1st, 2nd, 3rd, etc.)
12. Leadership training for community leaders	1	2	3	4	______
13. Further definition of the consultant's role	1	2	3	4	______
14. Strategies and tactics in bringing about changes	1	2	3	4	______
15. Building community groups and increasing community participation	1	2	3	4	______
16. Group and team building in developing trust and insights	1	2	3	4	______
17. Other (specify)____________ ____________ ____________	1	2	3	4	______

Additional comments: ____

____

____

____

____

____

____

____

RETURN TO:

OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices G-280

BY:

Administrator ____
FHRW ____
SHRW ____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Project: Human Relations in Disadvantaged Areas

STAFF EVALUATION OF WORKSHOP

SEMINARS		DATE	TOPICS
I.	Dr. Dan Dawson	11-1-67	What's it all about? Why are we here?
II.	Dr. David Martin	11-15-67	New Student Viewpoint
III.	Dr. Edward McDonagh	11-29-67	Characteristics of Social Classes
IV.	Dr. Edward McDonagh	12-13-67	Cultural Contacts of Americans of Japanese, Mexican, and Negro Descent
V.	Mr. Ken Johnson	1-10-68	Communicating with the Negro

1. Please rate each seminar on the basis of:
   a. Background information leading to greater understanding of ethnic groups and social classes.

   b. Background knowledge presented which would be helpful to you in conducting a discussion of human relations problems.

SEMINAR		RATING				
		Did not Attend	No Value	Little Value	Some Value	Great Value
I	a					
	b					
II	a					
	b					
III	a					
	b					
IV	a					
	b					
V	a					
	b					
Overall Rating						

Comments ____________________

____

2. List the three most significant insights you acquired from this program.

1st____

____

____

2nd____

____

____

3rd____

____

____

3. What were the positive elements of this training program?

____

____

____

4. Do you have any suggestions on how to improve the program in the future?

____

____

____

5. Briefly describe and rank the three most critical problems of Faculty Human Relations or of Student Human Relations at your school. (Choose the area in which you are involved.)

1st____

____

____

2nd____

____

____

3rd____

____

____

Administrator	___
FHRW	___
SHRW	___

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Project: Human Relations in Disadvantaged Areas

STAFF EVALUATION OF WORKSHOP

SEMINARS		DATE	TOPICS
I.	Dr. David Martin	11-8-67	New Student Viewpoint
II.	Dr. Edward McDonagh	11-22-67	Characteristics of Social Classes
III.	Dr. Edward McDonagh	12-6-67	Cultural contacts of Americans of Japanese, Mexican, and Negro Descent
IV.	Dr. Dan Dawson	1-3-68	Dogmatism Inventory and Staff Reactions
V.	Dr. Dan Dawson	1-17-68	Dogmatism Inventory and Staff Reactions (Continued)

1. Please rate each seminar on the basis of:
   a. Background information leading to greater understanding of ethnic groups and social classes.

   b. Background knowledge presented which would be helpful to you in conducting a discussion of human relations problems.

SEMINAR		RATING				
		Did not Attend	No Value	Little Value	Some Value	Great Value
I	a					
	b					
II	a					
	b					
III	a					
	b					
IV	a					
	b					
V	a					
	b					
Overall Rating						

Comments____

____

1-68

2. List the three most significant insights you acquired from this program.

1st ______________________________

____

____

2nd ______________________________

____

____

3rd ______________________________

____

____

3. What were the positive elements of this training program?

____

____

____

4. Do you have any suggestions on how to improve the program in the future?

____

____

____

5. Briefly describe and rank the three most critical problems of Faculty Human Relations or of Student Human Relations at your school. (Choose the area in which you are involved.)

1st ______________________________

____

____

2nd ______________________________

____

____

3rd ______________________________

____

____

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Office of Urban Affairs Component: Human Relations in Disadvantaged Areas

PARTICIPANT EVALUATION OF WORKSHOP

Check the workshop you sponsor:

Student Human Relations Workshop___
Faculty Human Relations Workshop___

Your reactions and comments are needed to complete the evaluation of the training sessions for Faculty and Student Human Relations Workshop sponsors and to plan for future programs.

	No Value	Little Value	Some Value	Much Value
1. How valuable have these workshops been to you in improving your own SHRW or FHRW?	1	2	3	4
2. How do you rate the training sessions as a source of background information of ethnic groups and social classes?	1	2	3	4
3. How useful is the sharing of experiences among workshop sponsors?	1	2	3	4

4. What specific information, assistance or techniques do you need to become a more effective workshop sponsor?

____

____

____

____

____

5. Have you any suggestions for improving the workshop in your school?

____

____

____

____

____

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6. Comment on activities of in-school workshop participants in the area of human relations.____

7. Briefly describe and rank the three most critical problems of Faculty Human Relations or of Student Human Relations at your school. (Choose the area in which you are involved.)

1st____

2nd____

3rd____

Return to:
OFFICE OF RESEARCH AND DEVELOPMENT
Administrative Offices G-280
By:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Office of Urban Affairs Component: Citizens' Compensatory Education Advisory Committees

EVALUATION OF WEEKEND TRAINING
March 8-9,1968
International Hotel

Please rate these training sessions in terms of the following by circling the number that tells how you feel:

	None	Little	Some	Much	Very Much
1. Do you regard this form of training activity as useful?	0	1	2	3	4
2. Did you gain new insights about fellow committee members?	0	1	2	3	4
3. Do you feel that you can now work better with District staff?	0	1	2	3	4
4. Do you feel that ESEA coordinating staff are as fully concerned about children as committee members?	0	1	2	3	4
5. Do you think the training sessions have helped you to do a better job in the future?	0	1	2	3	4
6. Do you object to requests for an immediate reaction before the end of the training session?	0	1	2	3	4
7. Do you think there would be value in comparing your reactions to these sessions today with reactions you may have at a later date (May or June)?	0	1	2	3	4
8. Do you find annoying the attempts of Research and Development to secure your reactions to committee activities?	0	1	2	3	4

Please feel free to make any comments you wish regarding these training sessions, (e.g. accommodations, food, lodging, transportation, procedures, values, or effects).

(Use the reverse side of this form to make any comments about questions 1-8)

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Project: Citizens' Compensatory Education Advisory Committees

ADVISORY COMMITTEE EVALUATION FORM

Committee A__ B__ C__

Representing: Parent__________ Agency or Group_____________ Teacher____________
(please check one)

Your help is needed in completing an evaluation of this project. Please give us your reactions and comments to the items listed below.

Circle the number that tells how you feel about each statement.	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The members of the committee had an opportunity to suggest ideas for new programs in schools.	1	2	3	4
2. Recommendations made by members of the committee were considered carefully by school staff.	1	2	3	4
3. The Executive Council helps to make the work of the Advisory Committees more effective.	1	2	3	4
4. Committee members received a sufficient amount of information to help them understand what they were to be doing.	1	2	3	4
5. I feel the committee accomplished its objectives.	1	2	3	4
6. I feel my participation on this committee was worthwhile.	1	2	3	4
7 Visits and/or observations of ESEA projects increased understandings of such projects.	1	2	3	4
8. Program priorities must be established in order to support decisions to continue, reduce or terminate components	1	2	3	4

(over)

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The maintenance of the Citizens' Advisory Committee is a good way of	Strongly Disagree	Disagree	Agree	Strongly Agree
9. Helping the community understand the purpose of these programs.	1	2	3	4
10. Helping committee members to take part in the planning and developing of programs.	1	2	3	4
11. Encouraging committee members to bring information about programs to the community.	1	2	3	4
12. Helping the schools know how the community felt about the programs	1	2	3	4
13. Helping community members to better understand problems of the schools through direct contact with school people.	1	2	3	4
14 Providing more opportunity for parents and representatives of the community to express their concerns.	1	2	3	4

15 The purposes of the Advisory Committees are ______________________________

____

____

16. The purposes of the Advisory Committees could better be achieved if __________

____

____

____

17. Did the Advisory Committees accomplish more in 1967-1968 than in 1966-1967?
Yes__ No__ Don't Know__

Why?____

____

____

Please return in the enclosed stamped envelope by
Friday, July 5, 1968

LOS ANGELES CITY SCHOOL DISTRICTS
Special Education Branch

OCCUPATIONAL TRAINING PROGRESS REPORT

Name____________________ **School**____________________

Workshop____________________ **Sem. Ending**________ **Enrolled O. T.**________

	Excellent	Above Average	Average	Poor	Unsatisfactory	Low Due to Handicap
Quality of Work						
Quantity of Work						
Cooperation with Others						

Attendance: Good____ Poor____

Work Experiences:____________________________

Suggested 10-20 Week Grades
(High School Students Only)

Subject____ **Work Habits**____ **Cooperation**____

Comments:

Date________________ **Signature**____________________

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Occupational Training

PARENT QUESTIONNAIRE

Dear Parent:

This semester your child has been attending a sheltered workshop which is part of the Occupational Training Programs offered by the Los Angeles City Schools. We are pleased that your child has had the opportunity to participate.

We now wish to know how you feel about the workshop. Please help us by answering the questions listed below. We ask that you not place your name on this form, since we are interested in parents' reactions in general.

Thank you for your cooperation.

1. In which workshop did your child participate? ______________________

2. Do you feel that your child has benefited from this workshop? Yes___ No___

3. If possible, would you like to have your child continue in the workshop? Yes___ No___

4. Did your child discuss the workshop? Yes___ No___

5. What did he like best?

____

6. What did he like least?

____

7. What additional information would you like to have about this special program?

____

____

8. Please write any comments you wish to make.

____

____

Please mail this form in the envelope by ______________________.

Revised 1-68

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Estimados señores:

Este semestre su hijo ha estado en una clase que es parte de un programa de entrenamiento para empleo (Occupational Training). Nos ha dado gusto que su hijo haya tomado parte en este programa.

Ahora necesitamos saber si Uds. consideran que esta instrucción ha sido útil. Favor de ayudarnos contestando las siguentes preguntas. Favor de marcar una X en la columna que más se aproxima a su contestación a la pregunta.

1. ¿En qué clase entrenó su hijo?____

2. ¿Creen Uds. que su hijo ha aprovechado de este entrenamiento? Si_____ No_____

3. ¿Le gusto a su hijo el entrenamiento? Si_____ No_____

4. ¿Le ha hablado su hijo acerca de este programa de entrenamiento? Si_____ No_____

5. ¿Qué le gustó más? ____

6. ¿Qué le gustó menos? ____

7. ¿Cuáles informes adicionales le gustaría a Vd. que le diéramos acerca de este programa especial? ____

8. Favor de indicar ideas o opiniones que nos serían útiles en decidir el futuro de este programa.____

____

____

____

____

Favor de regresar esta carta en su sobre. Muchisimas gracias por su ayuda.

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component

STAFF EVALUATION

Your cooperation in completing this evaluation on the basis of your experience with the component is very much appreciated.

Component:______________________________

1. Please rate component effectiveness by circling the appropriate number.

Poor			Good
1	2	3	4

2. Please comment on the following areas relative to this component.

Strengths:____

____

____

____

____

Weaknesses:____

____

____

____

Recommendations:____

____

____

____

Return completed form by____________________. The address is on the back of this page. Fold, Staple, and place in school mail.

12/67

291C

Los Angeles City School Districts
Special Education Branch
OCCUPATIONAL TRAINEE EVALUATION

ame________________________________ School________________________________

orkshop____________________________ Evaluation made by:____________________

raining stations or work experiences provided by workshop:____________________

____

valuation of trainee and his work in comparison with other student trainees:

uality of Work	Accurate. Excellent workmanship. ☐	High grade work. Few errors. ☐	Work is average. ☐	Inaccurate, careless, low grade work. ☐	Very careless. Poor work. ☐	Low due only to handicap. ☐
uantity of Work	Superior producer. ☐	Above average Energetic producer. ☐	Acceptable. Average work. ☐	Below average. Kills time. ☐	Poor producer. Loafs on job. ☐	Low due only to hadicap. ☐
Cooperation with Others	Very cooperative. Takes direction exceptionally well. ☐	Cooperative. Good team worker. Takes direction well. ☐	Fair team worker. Takes direction fairly well. ☐	Indifferent to group. Sometimes ignores directions. ☐	Uncooperative. Resents direction. ☐	Disinterested. Should be dropped from workshop. ☐

s trainee's dress and grooming acceptable and appropriate? Yes________ No________

rainee's strengths are:____

____

rainee's weaknesses are:____

____

chool might help trainee by:____

____

rediction of future employment potential of trainee:

Competitive employment______________ Non-competitive employment______________
1. Fully self supporting______________ 1. Fully self supporting______________
2. Partially self supporting__________ 2. Partially self supporting__________

Not employable____________

hould trainee: 1. Continue occupational training?______________
2. Be moved to another workshop?______________ Which one?______________
3. Be dropped from occupational training?__________

Comments____

____

____

291D

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LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Group Counseling

PARENT QUESTIONNAIRE

Dear Parent:

This semester your child has been taking part in one of the group counseling sessions offered by the Los Angeles City Schools. We are pleased that your son/daughter has had the opportunity to participate.

We now wish to know how you feel about the group counseling experience. Please help us by answering the questions which are listed below. We ask that you not put your name on this form.

Thank you for your cooperation.

1. Does your child talk more about school this semester? Yes____ No____
2. Does your child talk more about future educational or vocational plans? Yes____ No____
3. Does he participate in new activities? Yes____ No____
4. What additional information would you like to have about this program?

____

____

____

5. Please write any comments you wish to make.

____

____

____

Please return this form in the envelope by____________________.

Revised 1-68

292B

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Group Counseling

TEACHER EVALUATION OF PUPIL

Name of pupil ______________________________ Grade ____________
Last First

School code: 292864 Date ____________

Teacher: ______________________________

Academic Subject ___

Physical Education Class ___

Non-School Areas ___

The above-named student is enrolled in a group counseling project. It would be appreciated if you would rate the student in the following areas by checking the appropriate space.

ITEM	POSITIVE	NEGATIVE
1. Attitude toward school authority	________	________
2. Attitude toward peers	________	________
3. Attitude toward self	________	________

4. Comments on the pupil's motivation, interest, attendance, or any other area:

____

____

____

____

____

RETURN TO: Bob Isenberg

BY:

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Component: Special Education
PUPIL PERSONNEL INFORMATION

_ _ _ _ _ _
(1-6)

1 Span
2 Other W
3 Ne
4 Orient
5 Am Ind
6 Other NW

1 MR
2 Hard of Hearing
3 Deaf
4 Speech H
5 Visual H
6 Emot Dis
7 Crippled
8 Other

(7-9) Pupil Roster					Marks June 1967								Pre-tests							Post Marks								Post-tests						
		Sex	Grade Level		A	B	C	D	F	E	S	U								A	B	C	D	F	E	S	U							
Name	10	11	12-14	15	16	17	18	19	20	21	22	23								48	49	50	51	52	53	54	55							
001																																		
002																																		
003																																		
004																																		
005																																		
006																																		
007																																		
008																																		
009																																		
010																																		

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Student Achievement Center

PARENT QUESTIONNAIRE

Dear Parent:

This semester your child has been taking part in one of the Student Achievement Center programs offered by the Los Angeles City Schools. We are pleased that your child has had the opportunity to participate.

We now wish to know how you feel about this program. Please help us by answering the questions which are listed below. We ask that you not place your name on this form, since we are interested in parents' reactions in general.

1. What does your child like best about school this semester?

____

____

2. What does your child like least?

____

____

3. How much time does your child spend on reading each week?

____

____

4. What additional information would you like to have about this special program?

____

____

5. Please write any comments you wish to make.

____

____

Please return this form in the envelope to the group counselor as soon as possible.

293B **Revised 1-68**

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Secondary Project: Special Education

TEACHER EVALUATION OF PUPIL

Name of Pupil______________________________

Academic subject____________________________

This pupil is enrolled in one of your classes this semester. Please assist us in evaluating the pupil. For each question, there are four choices:

1. If the student was satisfactory all semester, check No Change, positive.
2. If the student was unsatisfactory all semester, check No Change, negative.
3. If the student changed from unsatisfactory to satisfactory, check Change, positive.
4. If the student changed from satisfactory to unsatisfactory, check Change, negative.

ITEM	NO CHANGE		CHANGE	
	POSITIVE	NEGATIVE	POSITIVE	NEGATIVE
1. Starting to work promptly.				
2. Making best use of class time				
3. Cooperating in your class				
4. Showing respect for others				
5. Accepting his physical limitations				

293D

Revised 1-68

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Elementary Reading Improvement

PARENT QUESTIONNAIRE

Dear Parent:

This semester your child has been enrolled in one of the Elementary Reading Improvement classes offered by the Los Angeles City Schools. We are pleased that your child has had this opportunity to participate.

We now wish to know how you feel about the Elementary Reading Improvement program. Please help us by answering the questions listed below. We ask that you not place your name on this form, since we are interested in parents' reactions in general.

1. Does your child like to read? Yes___ No___

2. Has your child read more at home this semester than in the past? Yes___ No___

3. Do you keep reading materials at home that your child can read? Yes___ No___

4. Has your child shown any interest in visiting a Public Library? Yes___ No___

5. Is there a quiet place at home where your child may sit and read? Yes___ No___

6. What additional information would you like to have about this program?

____

____

____

7. Please write any comments you wish to make.

____

____

____

____

Please return this form in the envelope to the school. Thank you for your cooperation.

294B

Revised 1-68

DUBNOFF SCHOOL: ESEA COMPONENT

TEACHER EVALUATION OF PUPIL

Pupil____________________________

CODE

1-Markedly below average	2-Below average	3-Average	4-Above average	5-Markedly above average
(under 50%)	(50-60%)	(60-70%)	(70-90%)	(above 90%)

Area	Dates						
Perceptual functioning- Visual, auditory, space							
Gross motor functioning- Use of playground equipment							
Fine motor functioning- Small objects, etc.							
Speech related to age-							
Attention span-							
Following directions-							
Impulse control-							
Sociability in class-							
Sociability on playground-							
Intellectual functioning- General comprehension							

Symptoms	Code: Yes or No						
Hyperactive							
Overaggressive							
Inappropriate noises							
Withdrawn							

LOS ANGELES CITY SCHOOL DISTRICTS
OFFICE OF RESEARCH AND DEVELOPMENT

ESEA Special Education Component: Nonpublic Schools

PARENT QUESTIONNAIRE

Dear________________________________

This semester your child has been served by one of the special programs offered by the Los Angeles City Schools. We are pleased that your child has had this opportunity to participate at

We would like to know how you feel about the special education program. Please help us by answering the questions listed below. Schools and individuals will not be identified in reporting the results of this questionnaire.

1. Do you feel that your child has been helped by this program? Yes__ No__

2. Do you notice any improvement in your child in the following areas?

a) Physical coordination	Yes__	No__
b) Ability to work with small objects	Yes__	No__
c) Ability to use crayons, etc.	Yes__	No__
d) Speech	Yes__	No__
e) Attention span	Yes__	No__
f) Following directions	Yes__	No__
g) Getting along with others	Yes__	No__

Comments:____

____

____

3. Have you visited the school? Yes__ No__

4. Have you seen the class in operation? Yes__ No__

5. From whom did you receive information about the program?______________________________

6. What additional information would you like to have about the program?

____

____

____

7. Would you like to have the program continued? Yes__ No__

8. Would you care to comment about other aspects of the program?________

____

____

____

____

____

Please return this form in the enclosed, stamped envelope to:

Los Angeles City Board of Education
OFFICE OF RESEARCH AND DEVELOPMENT
450 North Grand Avenue, Room G-280
Los Angeles, California 90012

By:____________________

ECF: ESEA COMPONENT

TEACHER EVALUATION OF PUPIL

Pupil________________________

CODE

1. None 2. Poor 3. Average 4. Good 5. Excellent

Area	Dates								
Attention span									
General social behavior									
Expression of feelings									
Participation in groups									
Response to verbal directions									
Eye contact									
Sensory discrimination									
Meaningful communication									
Written language									
Reading comprehension									
Spelling									
Arithmetic									
Response to music									
Use of pencils, brushes, crayons									
Eating behavior									
Clean up after self									

Symptoms	Code: Yes or No								
Hyperactive									
Lethargic									
Dissociated									
Inappropriate loud noises									
Inappropriate laughter									
Fantasy									

297A

11-67

LOS ANGELES CITY SCHOOL DISTRICTS
Special Education Branch

EVALUATION RECORD

NAME____________________ BIRTHDATE____________________ CASE#__________

Age__________ Date of Initial Visit____________________

I Air Conduction Summary

	Right Ear						Left Ear					
Date	250	500	1000	2000	4000	8000	250	500	1000	2000	4000	8000

II Bone Conduction Summary

III Speech Summary

Date__________

	R	L
SRT		
SL/PB Max		

Date__________

	R	L
SRT		
SL/PB Max		

Date__________

	R	L
SRT		
SL/PB Max		

Comments:____________________

____

____

9-67

298A

School Year ____________

____________________ Classroom

ame ______________________________ Birth Date __________ Contributing School ______________________
(Maiden) (Married) (First)

ddress ______________________________________ Phone ____________ Grade ________
(Street) (City) (Zip Code)

ives with ____

renatal Care:

Physician ______________________________ Address ______________________

Telephone ______________________ Date of Initial Visit ______________________

Medications and Recommendations ____

. D. D. ____________ Delivery Date ____________ Hospital ______________________

ara ____________ Health Habits ______________________ Diet ______________________

Vision ______________________ Whisper Test ______________________

Weight

Exercise ______________________ Teeth ______________________

ormal ________ Past medical history ______________________________________

________ ________ ____

________ ________ ____

________ ________ ____

________ ________ ____

bservations, Health Counseling, Comments ______________________________________

____

____

____

____

____

____

____

____

____

____

Infant: Single birth___ Twins___ Defect___ Information ______________________

____

____

Postpartum visits (dates, follow-up info) ______________________________________

____

____

Referrals ____

____

____

LOS ANGELES CITY SCHOOLS
Auxiliary Services Division - Health Services Branch

ESEA-6 rev 3/68 (10M) Medical Information Card

S.A.E.M. Unit

School Placed | Grade | Date enrolled

NAME OF RETURNEE | Home School

ADDRESS (LAST NAME - TYPE OR PRINT)	FIRST NAME	PHONE	BIRTHDATE	AGE	SEX
PARENT		BUSINESS ADDRESS	BUSINESS PHONE		

PERIODIC EVALUATIONS AFTER PLACEMENT: **DATE**

1st Week ________ ________

2nd Week ________ ________

3rd Week ________ ________

10th Wk. Grdng. ________ ________

20th Wk. Grdng. ________ ________

30th Wk. Grdng. ________ ________

40th Wk. Grdng. ________ ________

Returnee Follow-up
Form 32.80–6M–10/64

TRANSFER TO: **DATE**

☐ Continuation ________

☐ Adult ________

☐ Other ________

Return to secretary when Returnee is terminated.

TERMINATION **DATE**
Reason:

☐ Adult School ________

☐ Discipline ________

☐ Fight-assault ________

☐ Disinterest ________

☐ Non-attendance ________

☐ Custody ________

☐ Work Permit ________

☐ Moved to ________ ________

SIGNATURE, ASST. SUPERVISOR

Child Welfare and Attendance Branch
Division of Educational Services

(FRONT)

Returnee From: CYA _____ PROB. _____
(Check one)

Attendance Area 1 2 3 4 5 6 7 8
(Circle one) 2a 3a 6a

Last Term Completed Before Camp

SCHOOL MARKS		CITIZENSHIP	
A	_____	E	_____
B	_____	S	_____
	_____	U	_____ (indicate the number of marks)
D	_____		
	_____		

ATTENDANCE

Absent		Tardy	
0- 4	_____	0	_____
5-10	_____	1- 3	_____
11-20	_____	4- 6	_____
21-30	_____	7-10	_____
31 plus	_____	11 plus	_____
(Check one)		(Check one)	

Fall 1966

SCHOOL MARKS		CITIZENSHIP	
A	_____	E	_____
B	_____	S	_____
C	_____	U	_____ (indicate the number of marks)
D	_____		
F	_____		

ATTENDANCE

Absent		Tardy	
0- 4	_____	0	_____
5-10	_____	1- 3	_____
11-20	_____	4- 6	_____
21-30	_____	7-10	_____
31 plus	_____	11 plus	_____
(Check one)		(Check one)	

Spring 1967

SCHOOL MARKS		CITIZENSHIP	
A	_____	E	_____
B	_____	S	_____
C	_____	U	_____ (indicate the number of marks)
D	_____		
F	_____		

ATTENDANCE

Absent		Tardy	
0- 4	_____	0	_____
5-10	_____	1- 3	_____
11-20	_____	4- 6	_____
21-30	_____	7-10	_____
31 plus	_____	11 plus	_____
(Check one)		(Check one)	

AGENCIES CONTACTED	AGENCY	Reason for Referral
Probation (tally only)		

(BACK)

Form 32.80

Form 33.6–25M–7/67

ESEA

LOS ANGELES CITY SCHOOLS
Health Services Branch – Auxiliary Services Division

PHYSICIAN'S REPORT

School ______________________ Location No. ______ Month ____________

GENERAL DATA

	Total
30. Routine examinations	30.
31. Special referrals	31.
32. Health inspections	32.
33. Athletic inspections (incl. ROTC)	33.
34. Driver training	34.
35. First aid	35.
36. Faculty conferences	36.
37. Parent conferences	37.
38. Other conferences	38.
39. Home notices	39.
40. Faculty lectures	40.
41. P. T. A. lectures	41.
42. Pupil lectures	42.
43. Sanitary inspections	43.

CONDITIONS FOUND

	CORRECTION NEEDED	RECHECK	UNDER PRIVATE OR CLINICAL CARE
50. Malnutrition	50.		
51. Obesity	51.		
52. Defective vision	52.		
53. Defective hearing	53.		
54. Eye diseases	54.		
55. Ear diseases	55.		
56. Throat diseases	56.		
57. Gingivitis	57.		
58. Dental caries	58.		
59. Malocclusion	59.		
60. Blood disorder	60.		
61. Lymphatic disorder	61.		
62. Organic heart	62.		
63. Questionable heart	63.		
64. Chest diseases	64.		
65. Chest deformities	65.		
66. Postural defects	66.		
67. Foot defects	67.		
68. Orthopedic miscellaneous	68.		
69. Neurological diseases	69.		
70. Emotional disorders	70.		
71. Psychosomatic disorders	71.		
72. Speech defects	72.		
73. CD reportable	73.		
74. CD non-reportable	74.		
75. Skin communicable	75.		
76. Skin non-communicable	76.		
77. G. U. disorders	77.		
78. Gonadal defects	78.		
79. Gyn disorders	79.		
80. Diabetes	80.		
81. Other metabolic	81.		
82. Hernia, All Types	82.		
83. Congenital defects	83.		
84. Cyesis	84.		
85. Miscellaneous	85.		

SIGNATURE ________________ EMPLOYEE NUMBER

(over)

SUPPLEMENTAL ON NUTRITION

Directions: Tally only if the primary reason for the conference or referral concerned nutriton.

Conferences Concerning Nutrition with:

18. Pupils 18.____________________

19. Parents 19.____________________

20. Teachers and/or staff 20.____________________

21. Pupil Referrals Concerning Nutrition 21.____________________

Nutritional Health Activities

22. Films 22.____________________

23. Lectures 23.____________________

24. Meetings with Health Club 24.____________________

25. Other: ____________________________________ 25.____________________
(Please Specify)

Form 33.127--7500--6/66

LOS ANGELES CITY SCHOOLS

Health Services Branch – Auxiliary Services Division

REQUEST FOR HOME VISIT

Date ______________________

Room ______________ Teacher ______________________________

Name of Child ______________________________ Grade ______________

Address ______________________________ Absent ______________

Reported Reason for Absence ______________________________

Member of Family Interviewed ______________________________

Home Conditions ______________________________

____

Attitude of Parent or Guardian ______________________________

Result of Follow-Up ______________________________

____

____

____

____

Nurse

33.127

ESEA

Form 33.182
Rerun 4/67

LOS ANGELES CITY SCHOOLS
Health Services Branch - Auxiliary Services Division
Nursing Section

SCHOOL NURSE'S HEALTH SERVICES REPORT

School Year______ Month______

Area Code____________

School #____________

Enrollment____________

School______________________________

1. Readmissions	1.__________
2. Exclusions	2.__________
3. Pupil Conferences	3.__________
4. Parent Conferences	4.__________
5. School Personnel Conferences	5.__________
6. Case Conferences	6.__________
7. Health Education (formal)	7.__________
8. First Aid	8.__________
9. Referrals	9.__________
10. Number of Pupils with Defects Reported	10.__________
11. Number of Pupils with Defects Followed-up	11.__________
12. Number of Pupils with Defects Corrected	12.__________
13. Home Visits	13.__________
14. Pupils Processed Other Than Readmissions, Exclusions and First Aid	14.__________
15. Classroom Inspections or Observations (Elementary)	15.__________
16. Vision Screened	16.__________
17. Immunizations	17.__________

____
School Nurse Employee #

(over)

33.182

SUPPLEMENTAL ON NUTRITION

Directions: Tally only if the primary reason for the conference or referral concerned nutriton.

Conferences Concerning Nutrition with:

18. Pupils 18.__________

19. Parents 19.__________

20. Teachers and/or staff 20.__________

21. Pupil Referrals Concerning Nutrition 21.__________

Nutritional Health Activities

22. Films 22.__________

23. Lectures 23.__________

24. Meetings with Health Club 24.__________

25. Other: ____________________ (Please Specify) 25.__________

Form 33.653–5M–11/65

LOS ANGELES CITY SCHOOLS
Health Services Branch – Auxiliary Services Division
Dental Health Section

REPORT OF DENTAL HEALTH EXAMINATIONS AND DENTAL HEALTH TALKS

School ____________________
Principal ____________________
Program Dates ____________________
Total Enrollment of Grades Examined ____________________
Hours in School: Instruction ____________________
Examination ____________________

GRADE									TOTAL
1. Pupils examined									
2. Pupils apparently normal									
3. Pupils needing prophylaxis									
4. Pupils with decay									
5. Pupils with decayed permanent teeth									
6. Pupils with lost permanent teeth									
7. Number of permanent teeth lost									
8. Pupils with oral pathology									
9. Pupils needing advice regarding irregularity of teeth									
10. Pupils with abscessed teeth									
11. Pupils needing urgent attention									

Talks

1. Classroom ____
2. Auditorium ____
3. Faculty ____
4. P. T. A. ____
5. ________ ____
6. ________ ____

Conferences

1. Principal ____
2. Teacher ____
3. Nurse ____
4. Parent ____
5. ________ ____
6. ________ ____
7. ________ ____
8. ________ ____

Total talks and conferences ____

Percentage

APPARENTLY NORMAL ________

NEEDING DENTAL CARE ________

URGENTLY NEEDING DENTAL CARE ________

PUPILS REFERRED TO SPEECH TEACHER ________

Observations on Reverse Side

Audio-Visual Materials Used

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

Health Cards Completed

Yes ______ No ______

NEXT SCHOOL

____

____________________________________, D.D.S.
DENTAL CLERK SCHOOL DENTIST

NAME | SCHOOL | GRADE | M | K

DDRESS | Last Name (Type or Print) | First Name | PHONE | BIRTH DATE | AGE | SEX

RENT | BUSINESS ADDRESS | BUSINESS PHONE

ATE | REASON FOR REFERRAL: (Circle Number Indicating Request)

1. Absent 2. Habitually Tardy 3. Behavior 4. Not Enrolled 5. Information 6. Service

GIVE DETAILS

REFERRED BY

PROBLEMS OF:

1. Truancy
2. Illegal absences
3. Health
4. Social adjustment
5. Academic adjustment
6. Home conditions
7. Family relationships
8. Other

ACTION TAKEN:

1. Interview with child 1 2 3 4 5 6 7 8
2. Interview with parent 1 2 3 4 5 6 7 8
3. Interview with sch. pers. 1 2 3 4 5 6 7 8
4. Interview with others 1 2 3 4 5 6 7 8
5. Phone call 1 2 3 4 5 6 7 8
6. Referral to other sch. pers. 1 2 3 4 5 6 7 8
7. Case conference 1 2 3 4 5 6 7 8
8. Agency contact 1 2 3 4 5 6 7 8
9. Agency referral 1 2 3 4 5 6 7 8

CLOSED:

1. In school
2. Continuing service
3. Work permit issued
4. Out of jurisdiction
5. Legally exempted
6. Dropped
7. Unable to locate
8. Service completed

DATES

No.: Signature of Asst. Supervisor:

Child Welfare and Attendance Branch — Auxiliary Services Division
Los Angeles City Schools — 450 North Grand Avenue

REFERRAL FOR PUPIL PERSONNEL SERVICE
Form 34-EH-5—120M—9/62 (Stk. No. 222101)

(FRONT)

DATE	REPORT OF ASSISTANT SUPERVISOR OF CHILD WELFARE AND ATTENDANCE

34-EH-5

(BACK)